

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Haseltine Primary
Number of pupils in school	381 (13.10.22)
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers	1 year
Date this statement was published	13 <sup>th</sup> October 2022
Date on which it will be reviewed	February 2023
Statement authorised by	Sara Anderman
Pupil premium lead	Sara Anderman
Governor / Trustee lead	Paula MacDonald & Sharon Long

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£148,195
CLA funding	£21,690
<b>Total for 2021-22</b>	<b>£169,885</b>
School Led Tutoring funding allocation this academic year	£5,528.25 (Sept. 22 allocation)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£175,413.25</b>

# Part A: Pupil premium strategy plan

## Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This, alongside re-search conducted by the EEF.

Common barriers to learning for disadvantaged children *can* be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all” – it is also important to note that no obvious barriers may also present.

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

### **Principles**

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

### **Context of our school**

- The school is a two form entry primary school – currently 381 children on roll. Haseltine is in a hard federation with Fairlawn Primary School.
- The proportion of pupils known to be eligible for the pupil premium (additional government funding provided for children in local authority care and those known to be eligible for free school meals) is above average: FSM = 25.9% and PP= 29%.
- Haseltine currently has 7 CLA consisting of 6 children who are post-adopted and one private fostering arrangement
- The school has a high deprivation index; 65.1% of our families are in Band 1 and 89.4% in Bands 2 & 1

## Ultimate Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6 and thus achieve GCSE's in English and Maths.
- They have their needs and strengths swiftly identified and that these are understood by all the adults who work with them.
- They have a strong sense of belonging to the Haseltine community underpinned by excellent relationships with staff.
- Their families feel valued and involved in their child's education.
- They are supported to overcome barriers to learning, through quality first teaching, so that they can achieve good, or better progress from their starting points in all areas of the curriculum.
- They have daily opportunities to widen their vocabulary and develop their oracy skills.
- They have access to research driven, quality interventions by trained staff in addition to quality first teaching where appropriate.

This funding plan will lay out the ways that Haseltine intends to achieve these objectives.

## Challenges

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

Challenge number	Detail of challenge
1	<p>At the end of 2021-22, we identified gaps in children's attainment between PP and non-PP. For example:</p> <ul style="list-style-type: none"><li>• <i>In EYFS: 50% of PP children achieved GLD, compared to 63% of non-PP children</i></li><li>• <i>In yr1: 50% of PP children passed the phonics compared to 84% of non-PP children</i></li><li>• <i>We managed to close the gaps in KS1 in 2021-22 in reading &amp; maths (in comparison to 2020-21: 81% of PP children achieved expected in reading compared to 80% for non-PP; 50%% of PP in writing compared to 66% and 63% of PP in maths compared to 51%</i></li><li>• <i>In KS2: 76% of PP children achieved expected in reading compared to 94% of non-PP; 72% of PP in writing compared to 81% and 80% of PP in maths compared to 94%, 86% of PP in</i></li></ul>

	<p><i>GPS compared to 92%. The biggest gap was for combined RWM: 57% of PP compared to 83%.</i></p> <ul style="list-style-type: none"> <li>Progress from KS1 to 2 for PP was: +0.9 in reading, +0.1 in writing and +2.0 in maths</li> </ul>
2	Research has shown that during lockdown periods children were speaking for an average of 58 minutes a day – we are still seeing the impact of long periods of lockdown on our youngest children’s oracy skills especially. In general, our PP cohort lacks confidence in what they have to say & the way they say it, especially outside of the school environment.
3	Attendance data for Pupil Premium children at the end of 2021-22 was 93.51% compared to 94.13% for non-PP. PA for Pupil Premium children was 5.6% compared to 4.9% for non-PP.
4	At Haseltine, we believe that a broad and balanced curriculum with enriching opportunities and a rich cultural capital will support the learning for all our children, and especially for our PP children.
5	46.5% (27 children) of our SEND children (58 in total) are also PP.

## 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	Spring Term Review	Summer Term Review	End of year data showed:
To raise the attainment of our Pupil Premium children in reception	The number of PP children in reception achieving GLD to be in line with non-PP			
To raise the attainment of our Pupil Premium children in reading, writing & maths at the end of KS1	Pupil Premium children to be in line with non-PP in achieving expected in each subject, but especially in writing			
To raise the attainment of our Pupil Premium children in reading, writing & maths at the end of KS2	Pupil Premium children to be in line with non-PP in achieving expected in each subject: reading, writing & maths			
To raise the attendance of our	Pupil Premium children’s attendance			

Pupil Premium children	to be in line with non-PP children			
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**See below for activity in this academic year**

## 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: £69,698.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Little Wandle programme to be further embedded in EYFS &amp; KS1, and for our reading programme to be aligned with Little Wandle also</p>	<p>The EEF toolkit shows:</p> <ul style="list-style-type: none"> <li>Phonics has an impact of +5 months</li> </ul> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a></p>	<p>1, 2 &amp; 5</p>
<p>All staff to be trained in how to teach oracy skills – through the Voice 21 program (Stage 2 from January 2023). Haseltine is a Rights Respecting School and this will increase oracy skills further. Whole school CPD to be provided throughout the year</p>	<p>The EEF toolkit shows:</p> <ul style="list-style-type: none"> <li>Oral language interventions has very high impact (+6 months) for very low cost based on extensive evidence</li> </ul>	<p>1, 2, 4 &amp; 5</p>
<p>Bespoke CPD and training for teachers and LSAs, including conferences for SLT to ensure quality first teaching for all pupils and especially for or Pupil Premium children. We also award TLR points for teachers to</p>	<p>The DfE code of practice (2015) states: <i>“High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people.”</i></p>	<p>1, 2, 3, 4 &amp; 5</p>

ensure that we can recruit & retain the best teachers		
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £70,584.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
Programs and outside agencies brought in to support the learning; such as: PiXL, Little Wandle, Daily Supported Reading (for children across KS2 needing extra reading support), Destination Reader, Mathletics & Beanstalk Volunteers	The EEF toolkit shows: <ul style="list-style-type: none"> <li>• Reading comprehension strategies have an impact of +6 months</li> <li>• Small group tuition: an impact of +4 months</li> <li>• Teaching Assistant interventions +4 months</li> <li>• One to one tuition (Beanstalk): +5 months</li> </ul> <a href="https://www.beanstalkcharity.org.uk/our-impact">https://www.beanstalkcharity.org.uk/our-impact</a>	1 & 2
TAs running intervention groups after school for targeted year 5 & 6 children based on PiXL therapies.	The EEF toolkit shows: <ul style="list-style-type: none"> <li>• Teaching Assistant interventions +4 months</li> </ul>	1 & 2
An agency teacher to support learning in EYFS & Y1 especially through Little Wandle reading & phonics groups, but also tutoring groups in yrs3 & 4 with writing. (3 days per week through School Led Tutoring funding)	The EEF toolkit shows: <ul style="list-style-type: none"> <li>• Phonics teaching +5 months</li> <li>• Reading comprehension strategies have an impact of +6 months</li> <li>• Small group tuition: an impact of +4 months</li> </ul>	1
Bespoke SALT support (including a specialist therapist) in our EYFS & KS1	The EEF toolkit shows: <ul style="list-style-type: none"> <li>• Oral language interventions have an impact of +6 months</li> </ul>	1, 2 & 5

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

Budgeted cost: £35,130

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provision of enrichment activities for disadvantaged children such as: trips; school journeys; music lessons &amp; instruments; visitors and speakers into school or on 'Zoom'; after school/breakfast club provision; outside of school hours clubs – Brownies, piano lessons; Free to Be holiday scheme and employment of senior LSA to run the Pupil Parliament</p>	<p>Ofsted state: '<i>Cultural capital is the essential knowledge that children need to prepare them for their future success</i>'</p> <p>If children do not have the experiences to support them in their learning, they will always be at a disadvantage to their peers</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p> <p>Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year, according to the results of a randomised controlled trial published by the Education Endowment Foundation.</p> <p><a href="https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res">https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res</a></p>	<p>4</p>
<p>Engaging parents &amp; children and improving attendance through the employment of a member of staff responsible for attendance; provision of home learning packs &amp; laptops; hardship fund to support parents with food parcels &amp; uniform</p>	<p>Low attendance will impact negatively on a child's progress and attainment. It is crucial that all our children are attending school regularly &amp; on time.</p>	<p>3</p>
<p>Provision of instrument tuition/hire for free for PP children in KS2</p>	<p>A broad and balanced curriculum with enriching opportunities and a rich cultural capital will support the learning for all our children, and especially for our PP children. Ofsted state: '<i>Cultural capital is the essential knowledge that children need to prepare them for their future success</i>'</p> <p>Research has also shown that learning an instrument stimulates different parts of the brain, therefore improving cognitive development. Learning an</p>	<p>4</p>



	instrument teaches a child how to create, store and retrieve memories more effectively.	
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**Total budgeted cost: £175,413.25**

**See below for review of outcomes in 2021-22.**

## 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 2021 to 2022 academic year.

Our assessment data at the end of 2021-22 showed:

- In EYFS: 50% of disadvantaged children achieved GLD
- For phonics in y1: 50% of disadvantaged pupils passed in comparison to 84% other
- For phonics in yr2: 94% of disadvantaged pupils passed by the end of the year in comparison to 97% other
- In KS1:
  - FSM Reading: 79% (non: 81%)
  - FSM Writing: 64% (non: 59%)
  - FSM Maths: 64% (non: 59%)
  - FSM RWM: 57% (non: 41%)
- In KS2:
  - FSM Reading: 71% (non: 94%)
  - FSM Writing: 67% (non: 83%)
  - FSM Maths: 76% (non: 94%)
  - FSM RWM: 57% (non: 83%)
  - FSM GPS: 86% (non: 92%)
- Also in KS2, progress measures for disadvantaged children from KS1- KS2 was:
  - Reading: +0.9
  - Writing: +0.1
  - Maths: +2.0
- Attendance for Pupil Premium children at the end of the year showed:
  - 93.51% in comparison to 94.15% for non-PP
  - PA (persistent absence) for disadvantaged children for Autumn & Spring Terms was 5.6% (below LA & NA) compared to 4.9% for 'other'

### 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
PiXL – supports assessment & progress tracking of children from yr1 - 6	PiXL

Speech & Language therapists	Lewisham's SALT team
Music lessons	Lewisham Music Hub

## 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?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA