

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	Haseltine Primary
Number of pupils in school	394 404 Summer Term
Proportion (%) of pupil premium eligible pupils	28% 31% Summer Term
Academic year/years that our current pupil premium strategy plan covers	1 year
Date this statement was published	12 th November 2021
Date on which it will be reviewed	February 2022
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	£195,025
CLA funding	£25,795
Total for 2021-22	£220,820
Recovery premium funding allocation this academic year	£25,567
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£246,387

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”.

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 398 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 = 27.4% and PP= 28%.
- Haseltine currently has 11 CLA consisting of 4 children on special guardianship orders, one CLA and six adopted from care.
- The school has a high deprivation index; it is in the fifth quintile which is above national.

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 2020-21, we identified gaps in children's attainment between PP and non-PP. For example:</p> <ul style="list-style-type: none"> • <i>In EYFS: 36% of PP children achieved GLD, compared to 45% of non-PP children</i> • <i>In yr1: 75% of PP children passed the phonics compared to 81% of non-PP children</i> • <i>Our biggest gaps were in yr2: 38% of PP children achieved expected in reading compared to 63% for non-PP; 13% of PP in writing compared to 47% and 44% of PP in maths compared to 68%</i> • <i>In KS2: 60% of PP children achieved expected in reading compared to 81% of non-PP; 54% of PP in writing compared to 83% and 77% of PP in maths compared to 78% (we managed to close the gap for our PP children in this area</i>
2	<p>The lockdown periods impacted on the attainment of all our children, and particularly our PP children. We issued over 120 laptops to children</p>

	learning remotely, but the impact on children in these specific areas was significant: EYFS (our GLD was 44% - from 75% in 2019), in writing (see data above) and also on our children's oracy skills – research has shown that during lockdown periods children were speaking for an average of 58 minutes a day.
3	Attendance data for Pupil Premium children at the end of 2020-21 was 94.7% compared to 96.2% for non-PP. PA for Pupil Premium children was 14.53% compared to 9.65% 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. Lockdown has impacted significantly on the opportunities available to all children.
5	43% (28 children) of our SEND children (65 in total) are also PP. 20% of the SALT referrals made in Autumn 2021 have been for PP children.

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	75% of our PP children to achieve GLD in July 2022	25% of Reception PP pupils on track for GLD in July 2022 (4 pupils)	40% of Reception PP pupils on track for GLD in July 2022 (5 pupils)	50% of disadvantaged children (6 pupils) achieved GLD
To raise the attainment of our Pupil Premium children in reading, writing & maths at the end of KS1	At least 70% of our Pupil Premium children to achieve expected in each subject: reading, writing & maths	Data at the end of Autumn 2 showed for Year 2 PP Reading = 63% Writing = 44% Maths = 75%	Data at the end of Spring 2 showed for Year 2 PP Reading = 71% Writing = 59% Maths = 76%	FSM Reading: 79% (non: 81%) FSM Writing: 64% (non: 59%) FSM Maths: 64% (non: 59%) FSM RWM: 57% (non: 41%)
To raise the attainment of our Pupil Premium children in reading, writing & maths at the end of KS2	At least 70% of our Pupil Premium children to achieve expected in each subject: reading, writing & maths	Data at the end of Autumn 2 showed for Year 6 PP: Reading = 68% Writing = 52% Maths = 56%	Data for Year 6 PP at the end of Spring 2 showed: Reading = 65% Writing = 54% Maths = 76%	FSM Reading: 71% (non: 94%) FSM Writing: 67% (non: 83%) FSM Maths: 76% (non: 94%) FSM RWM:

				<p>57% (non: 83%)</p> <p>FSM GPS: 86% (non: 92%)</p> <p>The gaps are significant and will need to be closed year on year.</p> <p>Progress measures for disadvantaged children from KS1-KS2 was:</p> <p>Reading: +0.9 Writing: +0.1 Maths: +2.0</p>
To raise the attendance of our Pupil Premium children	Pupil Premium children's attendance to be in line with non-PP children	<p>Attendance data at the end of the Autumn term showed:</p> <p>PP: 94.97% Non-PP: 94.75%</p> <p>For Sept 2021 to date it shows:</p> <p>PP: 94.69% Non-PP: 94.47%</p>	<p>Attendance data at the end of the Spring term showed:</p> <p>PP: 94.20% Non-PP: 94.21%</p> <p>For Sept 2021 to date it shows:</p> <p>PP: 94.26% Non-PP: 94.27%</p>	<p>PP: 93.51% Non-PP: 94.15%</p> <p>PA (persistent absence) for disadvantaged children for Autumn & Spring Terms was 5.6% (below LA & NA) compared to 4.9% for 'other'.</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: £128,340

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Little Wandle programme being followed in EYFS & KS1, phonics training also given to whole school staff</p>	<p>The EEF toolkit shows:</p> <ul style="list-style-type: none"> Phonics has an impact of +5 months <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	<p>1, 2 & 5</p>
<p>All staff to be trained in how to teach oracy skills – through the Voice 21 program. Haseltine becoming a Rights Respecting School (therefore increasing oracy skills further). Whole school CPD to be provided</p>	<p>The EEF toolkit shows:</p> <ul style="list-style-type: none"> Oral language interventions has very high impact (+6 months) for very low cost based on extensive evidence 	<p>1, 2, 4 & 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 ensure that we can recruit & retain the best teachers</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 & 5</p>

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

Budgeted cost: £82,130

Activity	Evidence that supports this approach	Challenge number(s) addressed
Programs and outside agencies brought in to support the learning; such as: PiXL, Daily Supported Reading, Destination Reader, Mathletics & Beanstalk Volunteers	The EEF toolkit shows: <ul style="list-style-type: none"> • Reading comprehension strategies have an impact of +6 months • Small group tuition: an impact of +4 months • Teaching Assistant interventions +4 months • One to one tuition (Beanstalk): +5 months https://www.beanstalkcharity.org.uk/our-impact	1 & 2
TAs running intervention groups after school for targeted year 5 & 6 children based on PiXL therapies. We are also employing agency TAs during the Autumn term to provide extra levels of support & intervention in the vulnerable year groups	The EEF toolkit shows: <ul style="list-style-type: none"> • Teaching Assistant interventions +4 months 	1 & 2
Bespoke SALT support (including 2 specialist therapists) in our EYFS & KS1	The EEF toolkit shows: <ul style="list-style-type: none"> • Oral language interventions have an impact of +6 months 	1, 2 & 5

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

Budgeted cost: £36,130

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mentivity are working with groups of children in year 6 to	The EEF toolkit shows: <ul style="list-style-type: none"> • Behaviour interventions has an impact of +4 months 	1, 2, 3 & 4

<p>prepare them for the transition to year 7 and also to provide support around contextual safeguarding</p>	<ul style="list-style-type: none"> • Mentoring has an impact of +2 months • Social & emotional learning: +4 months 	
<p>Provision of enrichment activities for disadvantaged children such as: trips; school journeys; music lessons & 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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</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>https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res</p>	<p>4</p>
<p>Engaging parents & children and improving attendance through the employment of a learning mentor & 2 family support workers; provision of home learning packs; hardship fund to support parents with food parcels & uniform</p>	<p>Low attendance will impact negatively on a child's progress and attainment. It is crucial that all our children</p>	<p>3</p>

Total budgeted cost: £82,130

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 2020 to 2021 academic year.

Our internal assessment data at the end of 2020-21 showed:

- In year 1, disadvantaged are outperforming non-dis in reading, spelling and maths. The attainment gap is 5% in writing, but has closed in spelling since Spring 2. Disadvantaged pupils are making more progress in all subjects except writing, where it is in line with non-disadvantaged.
 - There continues to be a large attainment and progress gap between disadvantaged and non-disadvantaged pupils in all subjects in year 2. The gap in attainment for writing is especially large, with only 13% of disadvantaged pupils on track.
 - In year 3, there is a significant gap between disadvantaged and non-disadvantaged in reading, writing and maths (4% above in spelling). Disadvantaged pupils are making better or similar progress than non in reading, writing and spelling, but there is a small progress gaps in maths.
 - Disadvantaged pupils in Year 4 are outperforming their counterparts in all subjects (in line in spelling). Progress is also above in reading, spelling and maths, but there is a progress gap in writing (10%).
 - In year 5, there is an attainment gap in all subjects except maths (above by 5%). Progress gaps have continued across all subjects since Autumn 2, with disadvantaged pupils not making as much progress as non-disadvantaged pupils.
 - There is an attainment gap between disadvantaged and non-dis in Year 6 in all subjects except maths where it is in line. There is a smaller gap when looking at progress in reading, maths and writing, and no gap in spelling. Progress measure data for the end of year 6 pupil premium children was: +2.02 in reading and +3 in maths but -1.23 in writing
- It is important to note that in year 6, this internal assessment consisted of the 2019 SATs test papers, and in yr1 children took the phonics test following the usual procedures.
- The lockdowns of the previous two years have had a significant impact on the progress and the attainment of our Pupil Premium children. The knowledge of this and this data shows us that there is much work to be done in 2021-22 in order to raise the progress and the attainment of our Pupil Premium children.

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

Mentoring program in year 6	Mentivity
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