

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	398 407 406 (15.5.24)
Proportion (%) of pupil premium eligible pupils	34% 32.68% 32%
Academic year/years that our current pupil premium strategy plan covers	1 year
Date this statement was published	19 th October 2023
Date on which it will be reviewed	22 nd January 2024 & May 2024
Statement authorised by	Sara Anderman
Pupil premium lead	Sara Anderman
Governor / Trustee lead	Simon Edwards

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year CLA funding Total for 2023-24	£149,865 £17,710 £167,575
School Led Tutoring funding allocation this academic year	£ 5,528.25 (Sept. 23 allocation)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£175,413.25

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 research 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 mean 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 = 31% and PP= 34%.
- Haseltine currently has 4 CLA consisting of 2 children who are post adoptive, 1 in private fostering arrangements and 1 with a care order for CP
- The school has a high deprivation index; 67.6% of our families are in Band 1 and 90.4% 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.
- To improve the attendance of our Pupil Premium families.
- 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 2022-23, we identified gaps in children's attainment between PP and non-PP in some areas but not others. For example:</p> <ul style="list-style-type: none">• <i>In EYFS: 45% of PP children achieved GLD, (it is important to note however that of the SEND children in this year group, all of them were also Pupil Premium)</i>• <i>In yr1: 78% of PP children passed the phonics compared to 76% of whole cohort, and in yr2 by the end of the year 88% of PP children passed compared to 92% of other</i>• <i>In KS1 in 2022-23 in reading 65% of PP children achieved expected in reading; 65% of PP in writing and 65% of PP in maths</i>• <i>In KS2: 74% of PP children achieved expected in reading and 35% at GD; 65% of PP in writing with no GD and 74% of PP with 35% GD; 61% of our PP children achieved expected for</i>

	<i>combined.</i> Progress from KS1 to 2 for PP was: +0.6 in reading, - 1.8 in writing and +2.0 in maths
2	58% of children on our SEND register have Speech, Language & Communication Needs. Of the PP children in reception in 2022-23, 54% of them had Speech, Language & Communication Needs which has prevented them reaching GLD.
3	Attendance data for Pupil Premium children at the end of 2022-23 was 91.54% compared to 94.91% for non-PP. PA for Pupil Premium children was 35.38% compared to 11.11% for non-PP. Addressing this, has become a target in our SDP for 2023-2024
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	46.4% (33 children) of our SEND children (71 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 (22.1.24)	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 their counterparts nationally with a focus on Communication & Language and Literacy especially	We currently have 9 children in Reception who are entitled to PP funding. There is currently a gap of 8% between our PP children and non-PP. We are working hard to address this – children are also targeted in interventions for speech & language and phonics/reading support	We currently have 10 children in Reception who are entitled to PP funding. Of these 60% are on track to achieving GLD, compared to 51% on non-PP.	67% of PP children achieved GLD – this was higher than the LA (58%)
To raise the attainment of our Pupil Premium children in reading, writing & maths at the end of KS1 To improve outcomes for PP children in Phonics in year 1	Pupil Premium children to be in line with their counterparts nationally in achieving expected in each subject	We no longer need to take part in statutory KS1 testing but our internal in year data is showing a negative gap in Writing & Maths for our PP children, but in reading they are outperforming the non-PP by 4%	We are targeting the PP in yr2 as currently, there are gaps between our PP & non-PP in all areas. We currently have 26 children in Year 1 who are entitled to PP funding. Of these 54% are on track to pass the	Unfortunately, this gap remained at the end of the year for writing & maths but not for reading, where PP outperformed non-PP by 1% 65% of disadvantaged children passed the phonics in y1, compared to 88% on

			phonics test at this stage of the year.	non-disadvantaged (it is important to note at 100% of the PP children who did not pass, were also SEND & 78% of disadvantaged children passed the re-takes in yr2
To ensure progress of our Pupil Premium children in reading, writing & maths throughout yr6	70% of Pupil Premium children to make good/outstanding progress in yr6 in order to improve outcomes from the end of yr5 to the end of yr6	Attainment progress is currently showing a negative gap for our PP children in reading & writing but they are outperforming our non-PP in Maths & GPS	Attainment progress is currently showing a negative gap for our PP children in reading, writing & maths but they are outperforming our non-PP in GPS.	Data showed: Reading: 78% of PP children passed (gap of +15%) Writing: 52% of PP passed (gap of -5%) Maths: 61% passed (gap of -2%) RWM: 48% passed (gap of -2%) GPS: 78% passed (gap of +11%)
To raise the attendance of our Pupil Premium children	Pupil Premium children's attendance to be in line with their counterparts nationally	Attendance for our PP children currently stands at 93.7% from the start of the year (it is 95% for the whole statutory cohort). PA for our PP children is 17.2% whereas for our whole cohort it is 12.3%. We are working with parents & the local authority to address these gaps.	Attendance for our PP children currently stands at 93.6% from the start of the year (it is 95.4% for the whole statutory cohort). PA for our PP children is 16.5% whereas for our whole cohort it is 11.9%. We are working with parents & the local authority to address these gaps, although it is important to note that PA nationally for PP children is 27.5% so we are significantly below that.	Attendance for PP was 93.57%, for non-PP it was 95.24%. PA for PP children was 17.89% and for non-PP it was 17.6%. PA for PP nationally was 23.2%

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: £70,216

Activity	Evidence that supports this approach	Challenge number(s) addressed
Little Wandle programme to be further embedded in EYFS & KS1 to ensure longevity & sustainability, and for our reading programme to be aligned with Little Wandle also (see below for the purchase of books to support children at home with reading)	The EEF toolkit shows: <ul style="list-style-type: none"> Phonics has an impact of +5 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	1, 2 & 5
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	The EEF toolkit shows: <ul style="list-style-type: none"> Oral language interventions has very high impact (+6 months) for very low cost based on extensive evidence 	1, 2, 4 & 5
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.	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>	1, 2, 3, 4 & 5

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

Budgeted cost: £70,545.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
Programs and outside agencies brought in to support the learning; such as: Little Wandle for phonics & reading	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 	1 & 2

(also for children across KS2 needing extra reading support), Destination Reader, Athletics & Beanstalk Volunteers	<ul style="list-style-type: none"> One to one tuition (Beanstalk): +5 months https://www.beanstalkcharity.org.uk/our-impact 	
TAs running intervention groups after school for targeted year 5 & 6 children	<p>The EEF toolkit shows:</p> <ul style="list-style-type: none"> Teaching Assistant interventions +4 months 	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 & maths. (5 days per week, part-funded through School Led Tutoring funding)	<p>The EEF toolkit shows:</p> <ul style="list-style-type: none"> Phonics teaching +5 months Reading comprehension strategies have an impact of +6 months Small group tuition: an impact of +4 months 	1
Bespoke SALT support (including a specialist therapist) in our EYFS & KS1	<p>The EEF toolkit shows:</p> <ul style="list-style-type: none"> Oral language interventions have an impact of +6 months 	1, 2 & 5
Purchase banded books that are designed to support children at home with reading	<p>The EEF Toolkit shows:</p> <ul style="list-style-type: none"> Parental Engagement has an impact of +4months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement 	1

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

Budgeted cost: £34,652

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of enrichment activities for disadvantaged children such as: trips; school journeys; music	<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>	4

<p>lessons & instruments; visitors and speakers into school or on 'Zoom'; After School/Breakfast Club provision; outside of school hours clubs; Free to Be holiday scheme and employment of senior LSA to run the Pupil Parliament</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>Engaging parents & children and improving attendance through the employment of a member of staff responsible for attendance; provision of home learning packs & laptops; 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 are attending school regularly & on time.</p>	3
<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 instrument teaches a child how to create, store and retrieve memories more effectively.</p>	4

Total budgeted cost: £175,413.25

See below for review of outcomes in 2022-23.

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 2022 to 2023 academic year.

Our assessment data at the end of 2022-23 showed:

- *In EYFS: 45% of PP children achieved GLD, (it is important to note however that of the SEND children in this year group, all of them were also Pupil Premium)*
- *In yr1: 78% of PP children passed the phonics compared to 76% of whole cohort, and in yr2 by the end of the year 88% of PP children passed compared to 92% of other*
- *In KS1 in 2022-23 in reading 65% of PP children achieved expected in reading; 65% of PP in writing and 65% of PP in maths*
- *In KS2: 74% of PP children achieved expected in reading and 35% at GD; 65% of PP in writing with no GD and 74% of PP with 35% GD; 61% of our PP children achieved expected for combined. Progress from KS1 to 2 for PP was: +0.6 in reading, -1.8 in writing and +2.0 in maths*

Attendance data:

- For Pupil Premium children at the end of 2022-23 was 91.54% compared to 94.91% for non-PP.
- PA for Pupil Premium children was 35.38% compared to 11.11% for non-PP. Addressing this, has become a target in our SDP for 2023-2024

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 & 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