# 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

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| Detail | Data |
| School name | Hanslope Primary School |
| Number of pupils in school | 261 |
| Proportion (%) of pupil premium eligible pupils | 13.4% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021/2022 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | September 2022 |
| Statement authorised by | Ryan Brown |
| Pupil premium lead | Ryan Brown and Lisa Lawrence |
| Governor / Trustee lead | Frances Duck |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £33,625 |
| Recovery premium funding allocation this academic year | £4965 |
| 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 | £38590 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| All staff and governors are committed to meeting the individual needs of disadvantaged children at Hanslope School whether they are pastoral, social or academic and as such are working together to close the gap between more vulnerable pupils and their peers.  Our ultimate objectives are:   * To narrow the attainment gap between disadvantaged and non-disadvantaged pupils. * For all disadvantaged pupils in school to make or exceed nationally expected progress rates. * To support our children’s health and wellbeing to enable them to access learning at an appropriate level. * To remove barriers to learning created by circumstance and enable pupils to access a wide range of opportunities.   Achieving our objectives   * Provide all teachers with high quality CPD to ensure that all pupils access effective quality first teaching. * Provide targeted intervention. * Target funding to ensure that all pupils have access to trips, residentials, first hand learning experiences. * Provide opportunities for all pupils to participate in enrichment activities including sport and music. * Provide appropriate nurture support to support pupils in their emotional and social development.   This is not an exhaustive list and strategies will change and develop based on the need of individuals. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Narrowing the progress gap across reading, writing, maths and science. |
| 2 | Identify gaps in children’s learning/experience in foundation subjects. |
| 3 | Poor parental engagement for some children. |
| 4 | Pupils unable to acknowledge emotional barriers to learning. |
| 5 | Low attainment on entry to the EYFS for some children in all areas. |

## 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.

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| Intended outcome | Success criteria |
| Narrow the progress gap in core subjects | Pupil data shows a general upward trend of PP pupils achieving in core subjects and the gap between each individual and their peers will be narrowed. |
| Pupils are able to self-regulate and manage emotions in an appropriate way | Strategies for both parents/carers and teachers to support both socially and emotionally as well as academically, enabling progress to be made in reading, writing and mathematics. |
| Pupils achievement in wider curriculum subjects is in line with non-PP pupils and cultural capital is developed and sustained. | Foundation subject data show the PP pupils perform broadly in line with non-PP children. |

## 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: £ *15,000*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Dedicated PP teacher/HLTA time | Deployment of staff to deliver targeted interventions focused on raising standards for lower attaining children and on ensuring that higher attaining pupils are challenged. | 1 2 3 4 5 |
| Purchase of a DFE Validated systematic synthetic phonics programme to secure stronger phonics teaching for all pupils | 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. | 1 |

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

Budgeted cost: £ *1500*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Times Table Rockstars | A practical and engaging method to practice times tables daily. | 1 |
| Spelling Shed | A practical and engaging method to practice spellings. | 1 |
| Phonics Play | A practical and engaging method to practice phonics at all levels | 1 |
| Twinkl phonics | Twinkl Phonics a DFE validated systematic synthetic phonics programme. | 1 |

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

Budgeted cost: £5000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Pastoral support for pupils to develop personal skills and keep themselves mentally healthy. | Pupils will be able to discuss how to keep themselves mentally and physically healthy.  Pupils will become more resilient and develop socially and emotionally | 4 |
| Support for individuals through specialist teacher/counsellor visits.  Trained counsellor to deliver 1:1 sessions with identified pupils. | Strategies given to support pupil to develop both socially and emotionally as well as developing resilient and increased self-esteem when given opportunity to discuss concerns/worries and taught strategies which will become life skills. | 4 |

### Total budgeted cost:

### Teaching (for example, CPD, recruitment and retention) Budgeted cost: £ *15,000*

**Targeted academic support (for example, tutoring, one-to-one support structured interventions) £1500**

**Wider strategies (for example, related to attendance, behaviour, wellbeing) £5000**

# 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.

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| Assessment information 2020 - 2021   | eyfs | | | | | --- | --- | --- | --- | | Outcomes 2020 - 2021 | Pupils eligible for pupil premium (PP) | Pupils not eligible for PP | | |  | 2 | School average | National average (2019) | | Good level of development (GLD; % expected) | 0 | 68 | 72 | | Literacy Goals (Exp+) | 0 | 71 | 73 | | Maths Goals (Exp+) | 0 | 79 | 79 |  | year 2 phonics screening check (End of autumn term 2020) |  |  | | --- | --- | --- | | Pupils eligible for PP (5) | Pupils not eligible for PP | National average (2019) | | 80% | 86% | 82% |  | end of Ks1 | | | | | --- | --- | --- | --- | | 2020 - 2021 outcomes | Pupils eligible for PP | Pupils not eligible for PP | | |  | 5 (17%) | School average % | National average % (2019) | | % achieving expected standard or above in reading, writing and maths | 60 | - | 65 | | % making expected progress in reading (greater depth) | 60 | 47 (20) | 75 | | % making expected progress in writing (greater depth) | 60 | 47 (13) | 69 | | % making expected progress in maths (greater depth) | 60 (20) | 50 (17) | 76 |  | end of Ks2 | | | | | --- | --- | --- | --- | | 2020 - 2021 outcomes | Pupils eligible for PP | Pupils not eligible for PP | | |  | 9 (20%) | School average % | National average % (2109) | | % achieving expected standard or above in reading, writing and maths | 67 (38) | 74 | 65 | | % making expected progress in reading (higher standard) | 78 (38) | 87 (48) | 73 (27) | | % making expected progress in writing (greater depth) | 67 (38) | 76 (28) | 78 (20) | | % making expected progress in maths (higher standard) | 78 (38) | 85 (28) | 79 (27) | |

## 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*

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| Programme | Provider |
| Times Tables Rockstars | TT Rockstars |
| Phonics Play/ Spelling shed | Phonics Play |
| Spelling Shed | Spelling Shed |
| Twinkl Phonics | Twinkl |