

Pupil premium strategy statement **REVIEW OF 2023 – 2024** (from page 12 onwards)

This statement details our school's use of pupil premium 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	Hanslope Primary School
Number of pupils in school	285
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/2024
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Ryan Brown
Pupil premium lead	Teresa Cartlidge and Catherine Jackson
Governor / Trustee lead	Frances Duck

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£79,980
Recovery premium funding allocation this academic year	£5,521
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	£1,859,760

Part A: Pupil premium strategy plan

Statement of intent

All members of staff and governors at Hanslope Primary School accept responsibility for disadvantaged pupils and are committed to meeting their pastoral, social and academic needs within the school environment. We strive to diminish the gap between vulnerable pupils and their peers. The pupil premium grant forms a vital part of this process. Our intention is that all pupils, regardless of their background, or the challenges they face, make good or better progress and achieve their full potential across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils, including those who are high attainers, to achieve that goal.

We are an inclusive school and quality first teaching is at the heart of our approach. This is proven to have the greatest impact on closing the disadvantaged attainment gap, and will also benefit the non-disadvantaged pupils in our school, as well as the intention that disadvantaged pupils will achieve as well academically as their non-disadvantaged peers. We also consider other factors which could affect their development as a whole, such as their self-esteem and their future aspirations.

We will consider the range of challenges faced by disadvantaged pupils, and identify strategies to overcome these, so they do not become a barrier to success.

Our approach is based on a clear understanding of the needs of our pupils, the strategies that have the greatest impact and a cycle of assessment. This allows us to reflect, review and change our approach accordingly.

To ensure strategies are effective, as a team, we will continue to carry out the following:

- ensure disadvantaged pupils are challenged in the work that they are set
- respond in a timely manner to intervene when need is identified
- adopt a whole school approach where staff take responsibility for disadvantaged pupils' outcomes
- have high expectations of achievement

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers.
2	Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with maths than their peers.
3	Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with writing than their peers.
4	Attendance data for this academic year shows that attendance for disadvantaged pupils is slightly lower than their non-disadvantaged peers. Percentages show that pupil premium children's attendance is 1.18 % lower than the national expectation. Discussions with teachers, and data analysis, show that poor attendance is having an impact on the progress in attainment of disadvantaged children.
5	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to the continued impact and partial school closure during the COVID-19 pandemic. Observations and discussions also support a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.

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
1. To accelerate progress in order to raise attainment in reading for all disadvantaged pupils, so that they are achieving in line with their non-disadvantaged peers, and to sustain this	July 2024 data to show that disadvantaged pupils made more than average progress in reading in order to narrow the attainment gap. This to be sustained for 2024-25/2025-26.
2. To accelerate progress in order to raise attainment in maths for all disadvantaged pupils, so that they are achieving in line with their non-disadvantaged peers, and to sustain this	July 2024 data to show that disadvantaged pupils made more than average progress in maths in order to narrow the attainment gap. This to be sustained for 2024-25/2025-26.
3. To accelerate progress in order to raise attainment in writing for all disadvantaged pupils, so that they are achieving in line with their non-disadvantaged peers, and to sustain this	July 2024 data to show that disadvantaged pupils made more than average progress in writing in order to narrow the attainment gap. This to be sustained for 2024-25/ 2025-26.
4. To achieve and sustain improved attendance for disadvantaged pupils so that it is more in line with national expectations	Attendance data shows sustained high attendance for disadvantaged children - above 95% - therefore, reflecting national expectation
5. To promote and support wellbeing and enrichment opportunities for disadvantaged pupils.	July Data 2024 shows increased participation in wellbeing and enrichment activities. This to be sustained for 2024-25/ 2025-26.

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: £9000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>English faculty to attend relevant CPD training on updates and the promotion of reading</p> <p>Releasing English faculty and Maths subject lead to plan and deliver high quality staff CPD for teachers and TAs. This will also include time to deliver training to parents</p>	<p>The EEF guide to the pupil premium states that spending on developing high quality teaching, including investing in training and support for early career teachers, ensures “an effective teacher is in front of every class and that every teacher is supported to keep improving. This is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending.” Quality first teaching is known to be the most important factor to improve outcomes for disadvantaged pupils. Using the pupil premium to improve the quality of teaching benefits all students and has a particularly positive effect on children eligible for the pupil premium. Supporting the Attainment of Disadvantaged Pupils [Sharp, Macleod, Bernardinelli NFER 2015] states: For poor pupils the difference between a good teacher and a bad teacher is a whole year’s learning.</p>	<p>1, 2, 3</p>
<p>Developing knowledge of how to create a reading for pleasure culture in classroom</p> <p>English faculty to lead staff (teachers and TAs) meetings into creating a reading for pleasure culture:</p> <ul style="list-style-type: none"> • Setting up engaging reading corners • Ensuring children are exposed to a 	<p>The 2019 Ofsted report found that rigorous approaches to teaching reading developed children’s enjoyment and that children read widely and often (Ofsted 2019).</p> <p>The National Literacy Trust state: <i>reading for enjoyment is vital to a child’s development and future success in life. Children who enjoy reading are three times more likely to read above the level expected for their age than children who don’t enjoy reading. As well as this, children who are good readers are three times more likely to have higher mental</i></p>	<p>1</p>

<p>range of reading materials incorporating a variety of texts and genres</p> <p>Disadvantaged pupils who do not read at home, to read daily with an adult</p>	<p><i>wellbeing than their peers with below expected reading skills.</i></p> <p>Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011).</p> <p>Reading enjoyment has been reported as more important for children's educational success than their family's socioeconomic status (OECD, 2002).</p> <p>Ofsted 2021 report that a rich and wide reading curriculum will develop a love of reading and is officially recognised in the United Kingdom as being essential to children's education.</p>	
<p>Further embed a sound understanding of the teaching of maths mastery across the school</p> <p>Develop the knowledge of how to improve fluency, reasoning and problem solving in maths. This will include time for the maths faculty to plan</p> <p>Maths faculty to lead maths (teachers and TAs) meetings on maths mastery –Enigma Maths Hub support</p> <p>Purchase of resources to support the delivery of the mastery curriculum.</p> <p>Purchase of TTRockstars, White Rose Premium Resources and other concrete resources e.g. Numicon</p>	<p>The EEF Teaching and Learning Toolkit states: The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year. Mastery learning approaches aim to ensure that [with support] all pupils have mastered key concepts before moving on to the next topic – in contrast with traditional teaching methods in which pupils may be left behind, with gaps of misunderstanding widening. Surveys in England suggest that pupils from disadvantaged backgrounds are less likely to have a quiet working space, are less likely to have access to a device suitable for learning or a stable internet connection and may receive less parental support to complete homework and develop effective learning habits. These difficulties may increase the gap in attainment for disadvantaged pupils. Homework clubs can help to overcome these barriers by offering pupils the resources and support needed to undertake homework or revision.</p>	2
<p>To further develop teachers' and TAs' understanding of grammar and</p>	<p>Studies show children with larger vocabularies achieve more academically and display better behaviour. However, by the end of the Early Years Foundation</p>	3

<p>punctuation in order to be able to plan and deliver effective teaching of the skills of writing. English faculty to deliver training on grammar and punctuation</p> <p>To train staff on the specific teaching of vocabulary and the introduction of a class vocabulary book</p> <p>Purchase of spag.com</p>	<p>Stage (EYFS) a third of disadvantaged children have speech, language and communication delays compared with one sixth of their peers (J Hempshall 2019).</p> <p>The EEF Teaching and Learning Toolkit states: There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning (July, 2021).</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £22,829

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Tutoring to target disadvantaged children working below age expectation in reading:</p> <ul style="list-style-type: none"> • Small group structured interventions in reading by a qualified teacher 	<p>The EEF guide to the pupil premium states that evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress, or those who have been disproportionately impacted by the effects of the pandemic. It states this is likely to be an essential ingredient of an effective pupil premium strategy. The EEF Toolkit states: <i>Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one to one tuition. Low attaining pupils are particularly likely to benefit.</i></p>	1
<p>Tutoring to target disadvantaged children working below age expectation in maths:</p> <ul style="list-style-type: none"> • Small group structured interventions in maths by a qualified teacher 	<p>The EEF guide to the pupil premium states that evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress, or those who have been disproportionately impacted by the effects of the pandemic. It states this is likely to be an essential ingredient of an effective pupil premium strategy. The EEF Toolkit states: <i>Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one to one tuition. Low attaining pupils are particularly likely to benefit.</i></p>	2
<p>Tutoring to target disadvantaged children working below age expectation in writing:</p> <ul style="list-style-type: none"> • Small group structured interventions in writing by a qualified teacher 	<p>The EEF guide to the pupil premium states that evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress, or those who have been disproportionately impacted by the effects of the</p>	3

	<p>pandemic. It states this is likely to be an essential ingredient of an effective pupil premium strategy. The EEF Toolkit states: <i>Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one to one tuition. Low attaining pupils are particularly likely to benefit.</i></p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £11,383

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pupil premium faculty to track and monitor the overall support to disadvantaged pupils and ensure that this is having a positive impact on their academic achievement and their wellbeing - this will be done through lesson observations, discussions with pupils, book/planning scrutinies and relevant data analysis. This also includes analysing attendance data.</p> <p>Supply cover needed to release PP lead to fulfil this role</p> <p>Pupil premium faculty to deliver training to TAs and teachers on strategies to reduce the attainment gap for</p>	<p>In the EEF toolkit, it states that feedback is a well-evidenced strategy and has a high impact on learning outcomes. Effective feedback provides specific information and how to improve. Supporting the Attainment of Disadvantaged Pupils [Sharp, Macleod, Bernardinelli NFER 2015] States: More successful schools also monitor the success of their support strategies and make evidence-based decisions about whether these are proving effective, need adjustment or should be replaced.</p>	<p>1,2,3,4,5</p>

disadvantaged children		
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice, including having high expectations for attendance and conveying clear messages about how attendance affects attainment</p> <p>PP faculty to meet with parents/ carers of disadvantaged pupils with persistent absence to seek ways to improve this, including agreeing and signing an attendance contract</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Supporting the Attainment of Disadvantaged Pupils [Sharp, Macleod, Bernardinelli NFER 2015] stresses the importance of addressing attendance.</p> <p>Key for School Leaders 'Research into how attendance can impact attainment' states: The Department for Education [DfE] published research in 2016 which found that pupils with no absence are 1.3 times more likely to reach the expected standard at key stage 2 and 3.1 times more likely to achieve the higher standard.</p>	4
<p>Increase enrichment opportunities for disadvantaged children:</p> <ul style="list-style-type: none"> • provision of a range of free extra-curricular clubs • encouragement to take up music tuition • provision of subsidised residential trips in Years 4, 5 and 6 • provision of subsidised school trips • provision of subsidised places at breakfast and after school club <p>Increase opportunities and support for disadvantaged</p>	<p>Nuffield Foundation - The Value of After school Clubs for Disadvantaged Children found: <i>Teachers, parents and children identified a range of positive outcomes from participation in after school clubs, including increases in confidence, self-esteem and fitness, as well as providing opportunities for new experiences, socialising and enjoyment</i></p> <p>EEF Toolkit [Arts Participation] states: <i>There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education.</i></p>	5

<p>children to take up leadership roles within school:</p> <ul style="list-style-type: none"> • School Council • Digital Leaders • House Captains • Supporting younger years <p>To support with anxiety and promote general wellbeing, disadvantaged pupils will have access to a pastoral mentor who will provide:</p> <ul style="list-style-type: none"> • Regular catch up/wellbeing sessions <p>Some targeted disadvantaged pupils will have access to a wellbeing therapist</p>		
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Total budgeted cost: £79,980

**Teaching (for example, CPD, recruitment and retention)
Budgeted cost: £9000**

Targeted academic support (for example, tutoring, one-to-one support structured interventions) Budgeted cost: £22,829

Wider strategies (for example, related to attendance, behaviour, wellbeing) Budgeted cost: £11,383

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 **2023 to 2024** academic year.

EYFS	GLD (Good Level of Development)		
All pupils (32)	72%		
Pupil Premium (6)	67%		
	EXS+ in Reading	EXS+ in Writing	EXS+ in Maths
Year 1	Reading	Writing	Maths
All pupils (38)	76%	68%	79%
Pupil Premium (9)	44%	44%	56%
Year 2	Reading	Writing	Maths
All pupils (34)	79%	65%	79%
Pupil Premium (6)	67%	50%	83%
Year 3	Reading	Writing	Maths
All pupils (49)	63%	55%	69%
Pupil Premium (12)	33%	25%	33%
Year 4	Reading	Writing	Maths
All pupils (44)	75%	73%	84%
Pupil Premium (9)	89%	78%	89%
Year 5	Reading	Writing	Maths
All pupils (49)	67%	61%	71%
Pupil Premium (16)	56%	50%	50%

Year 6	Reading	Writing	Maths
All pupils (43)	77%	74%	67%
Pupil Premium (8)	88%	63%	63%

Analysing the end of last academic year's data, it is evident that the collective performance of pupil premium children has risen in most year groups within core subjects. It has been noted that Year 1 and 3 had fallen across core subjects by a small percentage. Our assessment of the reason for these outcomes primarily point to an increase in disadvantaged pupils. In year 3, this could also be from the disrupted learning during the pandemic. The interference to their learning in early years is still being felt by the disadvantaged pupils in that cohort. Also notable is that attendance analysis suggests that disadvantaged pupils have had a lower attendance rate compared with other children. We have class teachers being used to support pupil premium children across the key stages to support those vulnerable, and targeted children to close gaps. We will continue to monitor the impact certain interventions listed in the 2024/25 strategy to support those most disadvantaged in our school.

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
TTRockstars	TT Rockstars
Spelling shed	EdShed
Spag.com	Orchard Digital Limited
Twinkl Phonics	Twinkl
White Rose Premium	White Rose Maths
Be Happy	Be Happy Resources

Measure	Details
How did you spend your service pupil premium allocation last academic year?	After-school club Peripatetic Music Lessons
What was the impact of that spending on service pupil premium eligible pupils?	Supported parents with after-school care Provided child with social opportunities and continuity of care Opportunities to be creative, outdoor learning, team building Opportunities to learn a musical instrument