

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	Henbury View First School
Number of pupils in school	146
Proportion (%) of pupil premium eligible pupils	13 (8.9%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025 (3 years)
Date this statement was published	November 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Sally Wall, Headteacher
Pupil premium lead	Sally Wall
Governor / Trustee lead	Emma Samways, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19,820 includes PLAC and service premium
Recovery premium funding allocation this academic year	£0
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	£19,820

Part A: Pupil premium strategy plan

Statement of intent

At Henbury View First School, we believe that all pupils should achieve their full potential and benefit from personalised learning experiences, whatever their background or circumstances. We endeavour to value the uniqueness of every child, hearing their voice and using their knowledge, skills and talents to build their academic success, emotional well being and resilience. The targeted and strategic use of the Pupil Premium grant will support us in achieving the highest possible standards.

At Henbury View First School, we believe that the highest possible standards can only be achieved by having the highest expectations of all learners. Although our numbers are relatively low pupils from disadvantaged backgrounds require additional support; therefore, we will use all the resources available to help them reach their full potential in all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

High quality teaching is at the heart of our school. Alongside this, the school focuses on approaches that:

- Are individually tailored to the strengths and needs of each pupil, and include targeted academic support, such as tutoring
- Are consistent (based on agreed core principles and components), but also flexible and responsive.
- Are focussed on clear short-term goals providing opportunities for pupils to experience success.
- Include regular, high-quality feedback from teaching staff.
- Engage parents in the agreement and evaluation of support arrangements
- Support pupils' transitions through the stages of education, e.g from primary school to middle school.
- Raise aspirations through access to high-quality educational experiences.
- Promote each pupil's awareness and understanding of their own thought processes and help them to develop problem-solving strategies.

- Support the quality of teaching, including staff professional development.
- Tackle non-academic barriers to success at school, by supporting good attendance and behaviour and providing social and emotional support

The school also chooses approaches that emphasise:

- Relationship-building, both with appropriate adults and with pupils' peers.
- An emotionally intelligent approach to the setting of clear behaviour boundaries.
- Increasing pupils' understanding of their emotions and identity.
- Positive reinforcement.
- Building self-esteem.
- A joined-up approach involving all agencies involved with pupils.

Challenges

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

Challenge number	Detail of challenge
1	A cohort of pupils in receipt of PP is small and the needs of the group have a wide variation.
2	Assessments and observations of pupils indicate that pupils require development in applying key metacognition skills in order to support self-regulation in their learning and developing their independence.
3	Assessments show that the gap between non pupil premium and pupil premium is wider in KS2, though this reflective of the size of groups. Yr3 Reading 96%/ 67% Writing 92%/67% Maths 92%/67%. Year 4 Reading 93%/66% Writing 82%/33%, Maths 86%/100%. All pupils need secure foundations in early reading, writing and number. Evidence suggests we must focus on phonics, expressive language and vocabulary than their peers for those in receipt of the pupil premium grant. Evidence suggests disadvantaged pupils often have greater difficulties with phonics, expressive language and vocabulary than their peers.
4	In 2021-2022, FSM attendance was 93.7% compared with 94.2%. In 2022-2023, FSM attendance was 94.5% compared with 95.9% Observations and assessments clearly evidence that absenteeism affects pupils progress as this creates gaps in their learning.
5	Evidence through observations and discussions with pupils and families have identified social and emotional difficulties for some pupils, and a need for greater enrichment opportunities. These challenges particularly affect disadvantaged pupils, including attainment and attendance.

6	Weekly team meetings have highlighted that a greater proportion of children require pastoral intervention to ensure that pupils are emotionally ready to access learning. (challenge added for 23/24)
7	Analysis of pupils working in the lowest 20% have shown that the greatest area of need is Oracy. (challenge added 24/25)

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. Pupils will develop a toolkit of a range of scaffolds and broader strategies to enable self-efficacy.	<ul style="list-style-type: none"> Pupils can work independently by applying a range of key metacognition strategies. This will be evidenced through lesson observations, pupil conferencing and work scrutiny.
2. Quality first teaching and effective interventions enable pupils who have not met GLD or KS1 expectations to attain age related expectations by the end of year 4, to be middle school ready	<ul style="list-style-type: none"> High Quality first teaching in all subjects best enables pupils to diminish the difference Early identification of learning gaps are addressed through Quality first teaching and effective assessment Effective recovery and interventions in phonics, reading, writing and maths enable children to diminish the difference

	<ul style="list-style-type: none"> • Quality first teaching enables children to overcome delays and acquire a language rich environment and curriculum • Improved outcomes in multiplication check at the end of year 4. Pupils in receipt of PPG attain in line with non PP pupils. (added 23/24)
3. Pupils who are eligible for PPG have attendance which is at least in line with national expectations, in particular children eligible for FSM	<ul style="list-style-type: none"> • Attendance is at least in line with national. • Effective attendance systems and interagency partnerships support good attendance for pupils eligible for PPG)
4. Pupils thrive through the development of additional skills and experiences	<ul style="list-style-type: none"> • All children eligible for FSM will access extra-curricular activities which inspire them to develop a broader range of skills – gardening, cooking, sports, biking, as well as developed through community events – such as fundraising and choir. • Pupils in receipt of PPG to have regular check ins and pastoral support when needed to ensure that they continue to thrive as learners. (added 23/24)
5. To ensure language enriched teaching and learning through explicitly teaching oracy skills, subject specific vocabulary and ensuring planning includes opportunities to use talk to develop learning further.	<ul style="list-style-type: none"> • Policies and action plans in place to ensure that oracy is embedded within our school. • Staff will have received focussed training in oracy which will be developed in incremental steps. • Learning walks will evidence pupils using talk to develop their learning • Evidence of pupils articulating their learning through their oracy skills. (added 24/25)

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: £3724

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality first teaching and effective interventions enable pupils who have not met GLD or KS1 expectations to attain age related expectations by the end of year 4, to be middle school ready.</p> <p>Developing staff subject knowledge, confidence, and skills to ensure QUALITY FIRST TEACHING is embedded through:</p> <ul style="list-style-type: none">• Weekly CPD sessions focusing on subject knowledge across the curriculum• INSET – establishing a lesson sequence for all subject areas; revisiting	<p>“Good teaching is the most important lever schools have to improve outcomes of disadvantaged pupils”-EEF guide to the Pupil premium.</p> <p><u>Using pupil premium EEF</u> <u>educationendowmentfoundation.org.uk</u></p> <p>SLT promote positive engagement and teaching strategies for PP pupils.</p> <p>Headteacher tracks PP pupil progress and uses the monitoring cycle to ensure Quality first teaching is robust and meets need. Swift and timely intervention is signposted if needed to ensure sustained, rapid progress.</p>	2

<p>Quality first teaching components</p> <ul style="list-style-type: none"> • HT/AHT to develop staff through CPD sessions on metacognition 		
<ul style="list-style-type: none"> • Additional time and space to prioritise continuing professional development. • Regular sequential sessions enabling subject leaders to have whole school influence. • Monthly teacher coaching sessions • Monthly SLT coaching sessions 	<p>(DfE standards for teachers' professional development implementation guidance) Sutton Trust (2011) Effective Teaching</p> <p>Liew Wai Yee Taylor's College Sri Hartamas, Malaysia: 2016</p> <p>Peer coaching could be one of the powerful tools for professional development. It allows teachers to improve their teaching practices by learning from peers and adopting self-reflection.</p> <p>CfBT Education Trust – Rachel Lofthouse, David Leat, Carl Towler 2010</p> <p>Good coaching encourages teachers to become more reflective, articulate, exploratory and metacognitive in relation to their work and its impact on learners. As such they are more aware of themselves and their capabilities as teachers, more knowledgeable about the activity of teaching and the processes of learning, and more confident to deploy a wide pedagogic repertoire suited to the job.</p>	
<p>To ensure that those children in receipt of PP are given the tools</p>	<p>Research has shown that improving the nature and quality of TAs' talk to pupils can support the development of independent learning skills, which are associated with</p>	<p>1</p>

<p>they need to develop independence and to be able to self scaffold.</p>	<p>improved learning outcomes. TAs should, for example, be trained to avoid prioritising task completion and instead concentrate on helping pupils develop ownership of tasks.</p> <p>TAs should aim to give pupils the least amount of help first. They should allow sufficient wait time, so pupils can respond to a question or attempt the stage of a task independently. TAs should intervene appropriately when pupils demonstrate they are unable to proceed. (EEF effective use of TAS 2018)</p> <p><u>Making Best Use of Teaching Assistants EEF</u> (educationendowmentfoundation.org.uk)</p>	
<p>To ensure that pupils have the skills to articulate their learning through their oracy skills.</p>	<p><u>The average impact of oral language interventions for pupils is 6 months' additional progress over the course of a year, according to the Education Endowment Foundation.</u></p> <p>As a part of high-quality oracy education, students should learn both <i>to</i> talk and <i>through</i> talk, deepening their subject knowledge and understanding through classroom talk which has been planned, structured, and scaffolded to enable students to learn skills needed to talk effectively. It is crucial that oracy is implemented at a whole-school level, throughout a variety of subject areas.</p> <p>While the implementation of oracy in a variety of contexts is essential, differences in teaching methods and desired student outcomes can be observed from subject to subject. As such, oracy teaching must be adjusted depending on the context. There is, however, evidence to suggest that oracy can be used across many different subjects to increase student attainment and outcomes.</p>	<p>7</p>

	An EEF report from 2017 found that children in schools participating in a dialogic teaching study (with the aim of improving attainment and engagement through better classroom talk) made two months' additional progress in English and science, and one additional month's progress in maths. This article will examine some of the research around talk in science, maths, English, and humanities teaching	
<p>The recruitment development of Teachers entering the profession through:</p> <ul style="list-style-type: none"> • High level of commitment to ECT training programme 	<p>The DfE Early Career Framework 2020 states:</p> <p>There are n great schools without great teachers. Teachers deserve high quality support throughout their careers, particularly in those first years of teaching when the learning curve is steepest.</p> <p>The ECF builds on initial high-quality ITT and comes the cornerstone of successful career in teaching.</p> <p><u>Early career framework - GOV.UK (www.gov.uk)</u></p>	

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

Budgeted cost: £9841

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase additional time for an Educational	A graduated response helps to recognise if this group of children and young people require selected or targeted	2, 3,

Psychologist/Specialist Learning teacher to assess learning needs of some disadvantaged pupils to ensure that additional provisions they receive are appropriate and the staff running them have the necessary training and expertise required.	<p>support to meet their educational, emotional health and wellbeing needs in addition to the universal support already delivered by the school.</p> <p>Build an ongoing, holistic understanding of pupils and their needs.</p> <p>Schools should aim to understand individual pupil's learning needs using the graduated approach of the assess, plan, do, review approach.</p> <p>Assessment should be regular and purposeful rather than a one-off event, and parents, carers, pupils and specialist professionals.</p> <p>Teachers need to feel empowered and trusted to use the information they collect to make a decision about the next steps for teaching a pupil (EEF)</p>	
<p>Provide high quality phonic catch up for those not securing phonics through Quality first teaching by:</p> <ul style="list-style-type: none"> • Explicit, regular, enabling application into reading • Additional daily reading sessions • Catch up intervention <p>(recovery funding)</p>	<p>EEF:</p> <p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p><u>Phonics EEF (educationendowmentfoundation.org.uk)</u></p>	2
<p>Maths Intervention – First class at number</p> <p>(recovery funding)</p>	<p>Every Child Counts:</p> <ol style="list-style-type: none"> 1. Over 55,000 pupils in Year 1 to 11 have been supported by 1stClass@Number in 4,000 schools. They made an average Number Age gain of 13 months in only 4 months – over 3 times the expected 	2

Success@arithmetic (recovery funding)	progress. 93% of them showed more confidence and interest in learning mathematics in class after 1stClass@Number.	
School focus on the effective deployment of Tas lined to the EEF recommendations, including regular in-school CPD, intervention training.	EEF: Teaching assistants can provide a large positive impact on learner outcomes, however, hoe they are deployed is key. The average impact of the deployment of teaching assistant is about an additional four months' progress. <u>Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)</u>	1,2

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

Budgeted cost: £6,580

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance: <ul style="list-style-type: none"> Monitor the PA children from 2022/23 on a weekly basis and ensure early contact when attendance drops below 97%. Bespoke plans to be created to support attendance as needed. Collaborate with the Dorset CC staff in termly 	Government document: Improving school attendance September 2022. <u>Working together to improve school attendance - GOV.UK (www.gov.uk)</u> It recommends an effective strategy: <ul style="list-style-type: none"> Leadership and Management Relationships and communication Use of systems and data Intervention. 	3

<p>team-around-the school attendance reviews.</p> <ul style="list-style-type: none"> • SLT and admin weekly meetings • Attendance policy rewritten so clear for all stakeholders • Teachers support and challenge poor attendance early • HT lead for attendance to raise profile 		
<p>Growth mindset culture established, with a focus on metacognition</p> <ul style="list-style-type: none"> • Targeted pupils access growth mindset sessions • Quality first teaching reinforces metacognitive thinking • Explicit teaching of metacognitive strategies • Teachers modelling own thinking to demonstrate metacognitive strategies 	<p>EEF:</p> <ul style="list-style-type: none"> • Metacognition improves progress by 7 months + • Some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. <p><u>Metacognition and Self-regulated Learning EEF (educationendowmentfoundation.org.uk)</u></p>	<p>1,2</p>

<ul style="list-style-type: none"> • Opportunities for pupils to reflect on and monitor their internal thinking processes, strengths and areas for improvement, and plan how to overcome current difficulties. 		
<p>Offer extracurricular activities to support the development of social skills and enhance cultural capital</p> <p>Provide equipment, uniform, breakfast club and subject specific support</p>	<p>We believe extracurricular activities are important in developing social skills as well as being associated with a range of other positive outcomes, for example achievement.</p> <p><u>Teaching and Learning Toolkit EEF</u> <u>(educationendowmentfoundation.org.uk)</u></p>	1,2
<p>Support children with emotional and behavioural needs with a flexible approach to respond to children's individual needs; supporting them both in and out of class on a 1:1 or small groups basis.</p>	<p>EEF +4mths progress.</p> <p>Social and emotional learning interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>Social and Emotional learning might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.</p>	1,2,3

<p>Work alongside and support families by visiting them in their homes and offering/signposting parent advice. Work with families to find solutions to poor attendance.</p> <p>Whole staff CPD training to all staff on trauma informed schools. Work with PP children that may have experienced trauma.</p>	<p><u>Metacognition and Self-regulated Learning EEF</u> (educationendowmentfoundation.org.uk)</p>	
<p>Support the development of life skills through such activities as cookery, den building.</p>	<p>EEF These approaches support a pupil's social and emotional needs (SEL) have an identifiable and valuable impact on attitudes to learning and social relationships.</p>	4
<p>School funded places at breakfast and after school clubs as well as school trips for identified pupils and families.</p>	<p>Newcastle University 2016 Research Project (through the Nuffield Foundation) highlights the importance of after school clubs for increasing disadvantaged children's access to activities and explores about how these clubs are structured and delivered that helps to engage less affluent families.</p>	4

Total budgeted cost: £ 20,145

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcome

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

- In Year 2, outcomes for pupils eligible for PPG were- Reading-100%; Writing – 100%; Maths – 100%
- Year 2 100% PP achieved phonics retake (N/A)
- Year 1 phonics outcomes for pupils eligible for PPG 100%, non PPG 89%
- GLD outcomes for pupils eligible for PPG 67%, non PPG 85%
- In Year 4, outcomes for pupils eligible for PPG were in Reading 50%, Writing 50% and Maths 100%
- Year 4 multiplication check outcomes for pupils with PPG 50%
- In Year 3, outcomes for pupils eligible for PPG were in Reading 50%, Writing 50% and Maths 100%
- In Year 1, outcomes for pupils eligible for PPG were in Reading 100%, Writing 100% and Maths 100%

Attendance 2023-2024

Attendance is above national, PP attendance is inline with Non PP. School continues to work with families to address the specific challenges to improved attendance as a result there has been an improvement as a result of multi agency working.

Attendance overall	Persistent absence
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Whole school	Whole school
97%	0.4% (5%)

Term	PP	Non PP	Difference
Autumn only	97.2%	97.5%	- 0.3%
Spring only	97.2%	96.4%	+ 0.8%
Summer only	97.1%	96.9%	+ 0.2%

Term	PP – Persistent absence	Non PP – Persistent absence
Autumn only	0%	4.3%
Spring only	7.1%	6.6%
Summer only	0%	7.4%

Hamwic Education Trust Comparison

Hamwic (Summer term)	Current Attendance	Persistent Absence
All	93.3%	22.4%
PP	90.5%	30.4%

Persistent absence strategy was implemented and was successful.

All pupils eligible for FSM are provided with an opportunity to select an extra-curricular activities, only 1 pupil did not access this opportunity. School implemented a Forest school Nurture group which primarily focused on disadvantaged pupils, where this was offered all pupils accessed. All year 4 pupils are provided with an opportunity to take up a role of responsibility.

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
PIRA and PUMA	NTS

SHINE	NTS
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Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.