

# 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 name	Hodge Hill Primary School
Number of pupils in school	727
Proportion (%) of pupil premium eligible pupils	250 pupils (33%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022; 2022/2023 2023/2024
Date this statement was published	October 2022
Date on which it will be reviewed	July 2023
Statement authorised by	C.Lucas ( HT )
Pupil premium lead	C.Rose ( DHT )
Governor / Trustee lead	J.Miller

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£346 250
Recovery premium funding allocation this academic year	£36 250
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 382 500

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across 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.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

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. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
2	<p>Internal and external (where available) assessments indicate that attainment and progress among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p>
3	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p>
4	<p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>
5	<p>Internal and external monitoring indicates the need to develop a consistent approach to teaching to enable all pupils to master their curriculum.</p>
6	<p>Internal and external monitoring indicates the need to closely track the teaching of the curriculum and the monitoring of outcomes to ensure consistency and full coverage.</p>

## 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
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2022/23 demonstrated by: <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being in line or lower than national figures and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being in line or lower than national figures.</li> <li>• the percentage of all pupils who are persistently absent being in line or lower than the national figure and the figure among disadvantaged pupils being in line with their peers.</li> </ul>
Improved progress and attainment for disadvantaged pupils at the end of KS2.	KS2 outcomes in 2022/23 show that disadvantaged pupils perform in line with national non-disadvantaged pupils at the expected standard.
Improved reading attainment among disadvantaged pupils.	KS2 outcomes in 2022/23 show that disadvantaged pupils perform in line with national non-disadvantaged pupils at the expected standard.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Consistently secure teaching in all year groups and across all curriculum areas.	Monitoring and outcomes indicate consistently secure teaching in all year groups and across all curriculum areas.
Improved consistency of the teaching of the full curriculum.	Monitoring and outcomes indicate consistent teaching of the full curriculum in all year groups.


## 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: £ 32,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments and LA assessment training.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	2, 3, 4, 5
<p>Purchase and consistent application of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.</p>	<p>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:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2 3 5
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training and SKEs).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	2 4 5

<p>All AHTs to gain NPQSL qualification and targeted Subject Champions to gain NPQLT</p>	<p>The NPQSL has been <b>designed to develop and support leaders in being a highly effective senior leader</b> and ensure they have the skills, confidence and knowledge to drive successful team performance and improved classroom practice.</p>	<p>2 3 4 5</p>
<p>All staff to be part of a coaching triad to improve quality of planning and teaching. This will include the Phonics/Oracy/Fluency/Subject Champions coaching programme.</p>	<p>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. Promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes. EEF report: Effective Professional Development</p> 	<p>2 5</p>
<p>School to take part in Voice 21 Oracy project to develop oral language skills and language development.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2 4 5</p>

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

Budgeted cost: £293,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional reading, writing and maths sessions targeted at disadvantaged pupils who require further support. This will be delivered by DHT and AHTs.</p>	<p>Teaching targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:  <a href="https://educationendowmentfoundation.org.uk/one-to-one-tuition/">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>            And in small groups:  <a href="https://educationendowmentfoundation.org.uk/small-group-tuition/">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2 3 4</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.</p> <p>This to focus on all years groups from Reception -Year 6</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:  <a href="https://educationendowmentfoundation.org.uk/phonics/">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>3</p>
<p>Engaging with the National Tutoring Pro-gramme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:  <a href="https://educationendowmentfoundation.org.uk/one-to-one-tuition/">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>            And in small groups:  <a href="https://educationendowmentfoundation.org.uk/small-group-tuition/">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2 3 4</p>

<p>Additional One-to-one tuition with Third Space Learning for Y4, Y5 and Y6 pupils (Mathematics) - targeted at disadvantaged pupils who require further support.</p>	<p>Maths interventions can have a positive impact on outcomes if planned correctly, are guided by pupil performance and implemented effectively.</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>2</p>
<p>One-to-one speech and language therapy (SALT) and use of Wellcomm intervention across all classes (YR – Y6) - targeted at disadvantaged pupils who require further support.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p><a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>2 4</p>
<p>Additional Gifted and Talented workshops targeted at disadvantaged KS2 pupils</p>	<p>Teaching targeted at specific needs and knowledge gaps can be an effective method to support high attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2</p>



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

Budgeted cost: £ 57,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance. Attendance rewards will also be introduced as part of the whole school Fantasy Attendance League initiative</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>1</p>
<p>Whole staff training on behaviour management and anti-bullying approaches (KIVA) with the aim of developing our school ethos and improving behaviour across school.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects: <a href="http://educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>2 3</p>
<p>Specific pastoral interventions matching individual pupil needs e.g. nurture groups, friendship groups, skills groups, self-esteem and confidence. This is to enable pupils to engage fully with academic instruction.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects: <a href="http://educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>2 3</p>

**Total budgeted cost: £ 382,500**

## 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 2021 to 2022 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Data for our year 6 cohort shows that 65% of disadvantaged pupils reached age-related in reading, writing and maths combined and this was 8% above non-disadvantaged pupils in school and 6% above the national figure for all pupils. Attainment and progress gaps have significantly closed throughout the school because of effective spending of our Pupil Premium funding as outlined above.

Progress at the end of KS2 for disadvantaged pupils was 1.6 in reading and writing and 0.7 in maths resulting in a closing gap between this cohort and national non-disadvantaged pupils.

71 % of disadvantaged pupils met the Phonics check compared with 79% of non-disadvantaged – this gap of 8% is lower than the national gap of 17%. In Key stage one reading, disadvantaged pupils attained inline with non-disadvantaged pupils and above the national average.

Overall attendance in 2021/22 was significantly impacted by Covid-19. Absence among disadvantaged pupils was slightly higher (0.4%) than their peers and persistent absence was also higher (1.6%), although these internal gaps have significantly closed on previous years. These gaps will remain a priority to close, which is why attendance will be a key focus of our plan next year.

## Further information

### Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

### Planning, implementation, and evaluation

In planning our pupil premium strategy for this year, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.

## 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
Little Wandle	Wandle Learning Trust/Little Sutton EH
Voice 21 Oracy Project	Voice21.org
Mastering Number	NCETM – Maths Hub
KIVA antibullying programme	University of Turku
Wellcomm Speech and Language Toolkit	GL Assessment