

Pupil premium strategy statement – Henley Primary School

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	99
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024-2026
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Stephanie Hawes
Pupil premium lead	Stephanie Hawes
Governor / Trustee lead	Dawn Carman-Jones

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 10,880
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£ 2,000
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 12,880

Part A: Pupil premium strategy plan

Statement of intent

At our Greenfields schools, it is our intention that all pupils make good progress and achieve high attainment across the curriculum, regardless of their backgrounds or any challenges that they may face. Our pupil premium strategy is in place to support disadvantaged pupils to achieve that goal, including continued progress for those who are high attainers.

The strategy aims to support the needs of our pupils regardless of whether they are disadvantaged or not. Non-disadvantaged families also benefit from the approaches and strategies adopted and developed as part of the PP strategy.

High quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. Quality first teaching is proven to have the greatest impact on closing the disadvantage attainment gap and benefits all pupils. It is intended that attainment and progress will be sustained for all pupils.

Our approach will be responsive to the common challenges and individual needs, rooted in robust assessment, not assumptions about the impact of disadvantage. The approaches and interventions that we use help pupils excel and include challenges in the work they are set, early identification of need, high expectations for all and support for specific needs as they are identified.

Challenges

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

Challenge number	Detail of challenge
1	<i>Observations, assessments and discussions with pupils indicate that attainment in writing is not at national expected standard</i>
2	<i>Observations, assessments and discussions with pupils indicate that progress in writing is slower than in other subjects</i>
3	<i>Surveys from school to children and parents indicate emotional literacy and poor mental health leads to behaviour difficulties and difficulties in understanding emotions, following on from Covid disruptions</i>
4	<i>SEND provision from outside agencies have long waiting times and school staff need to be trained to deliver intervention/ support outside of the classroom</i>

5	<i>Engagement of children and families: Observations indicate that resilience levels are often low in children and their families, possible as a result of the Covid pandemic. Children don't see making mistakes as part of their learning.</i>
6	<i>Summative data indicates that GLD in the current EYFS cohort is below national average on entry to reception class</i>
7	<i>Summative data has shown that children in Lower KS2 make less/ slower progress in reading comprehension</i>

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
<i>For attainment and progress in Reading and Writing to meet national expectations</i>	<ul style="list-style-type: none"> • Quality first teaching • Teacher assessments reflect increase in attainment and at least expected progress • Implementation of new spelling scheme demonstrates progress in all year groups • English lead monitors progress and attainment robustly, identifying children who need catch up support, booster groups and/ or tutoring • Use GAPS analysis effectively to support teaching and learning, identifying pupils who may require more targeted support on a daily basis • Upskill all staff with appropriate approaches and pedagogy for teaching interventions • English lead to manage accelerated reader scheme and monitor progress
<i>Children to have good emotional and mental health.</i>	<ul style="list-style-type: none"> • Children accept that making mistakes is part of learning • Children and families have the strategies for developing positive mental health • Use learning characteristics to celebrate success and raise self esteem • Wow board used to celebrate successes outside of school • ELSA and DESTY practises target support for specific children • Nurture groups/ social skills groups occur in classes, including daily check ins for vulnerable/ targeted children • PSHE curriculum includes mental health support and strategies
<i>SEND interventions are effective and at least expected progress is maintained.</i>	<ul style="list-style-type: none"> • Use CPD effectively to upskill and train staff to effectively support curriculum development • SLT and SENDCo to meet regularly to review teaching and progress • SEND children are consistently identified and supported in QFT • SEND interventions are delivered on Plan, do Review cycle

	<ul style="list-style-type: none"> • Outside agency intervention is planned for and utilised as needed • Tutoring is used for targeted progression • Small group and 1:1 support as needed in class • Effective home and school communication
<i>Children and families are engaged with school activities and develop strong resilience to face new challenges</i>	<ul style="list-style-type: none"> • Provide educational enrichment activities throughout the school day, as after school opportunities and educational visits • Engage parents in termly workshops to support curriculum delivery at home • Embed risk taking and resilience building opportunities in to curriculum subjects • Supplement the cost of trips and educational visits
<i>The majority of Reception children to achieve GLD at end of Reception year</i>	<ul style="list-style-type: none"> • QFT • Restructure of EYFS provision • Monitoring of curriculum and development by SLT and trust leads • Greater opportunities for writing and mark making • Reading through structured scheme which supports phonics development

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: £ 6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of Jason Wade's Sounds and Syllables spelling scheme (£950)	CPD from external company to deliver 3 twilight sessions (6hrs) for all staff Monitoring has identified that spelling is having an impact on children's attainment and preventing children from moving from working towards to EXS. This new approach aims to build on phonics knowledge in KS1 and have a positive impact on progression in spelling at KS2 and challenging misconceptions.	1 2
Up-levelling of the reading and Library resources, including accelerated reading scheme (£1387.10 annually) £850 Books	Research suggests that wider reading improves vocabulary which can influence the structure and creativity of a pupils writing.	7 1 2

Literacy lead to deliver CPD for 3 tiered vocabulary strategy	A range of vocabulary will be introduced to improve the quality of a piece of writing. Monitoring has identified that vocabulary range is having an impact on children's attainment and preventing children from moving from working towards to EXS. This new approach aims to build on phonics knowledge in KS1 and have a positive impact on progression in using a range of vocabulary at KS2.	1 2 7
Improve the quality of social and emotional learning. These approaches will be embedded into routine and supported by CPD.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (eg improved academic performance, attitudes, behaviour and relationships with peers)	3 4
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school led tutoring for pupils whose education has been impacted by the pandemic.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both 1:1 and in small groups.	1 2 7
Restructure the provision for EYFS and KS1 in the school to enable EYFS to have independent space and QFT specific to Early Learning goals and EYFS curriculum	Evidence indicates that the EYFS curriculum is best developed as a whole group rather than mixed with KS1 to enable children access to master all areas of the EYFS curriculum	6

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

Budgeted cost: £ 4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training to develop strategies for inclusion and intervention, managing behaviours and supporting mental health	Behaviour interventions- teaching and learning toolkit- EEF Observations and monitoring demonstrates that a consistent and collaborative approach is needed to ensure that expectations are consistent and fairly applied, meaning that all children have the same opportunities to succeed, with targeted interventions of support where necessary.	3 4 5

ELSA/ DESTY trained staff to implement appropriate interventions	Emotional literacy is fundamental to the development of the child. There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (eg improved academic performance, attitudes, behaviours and relationships)	3 4 5

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

Budgeted cost: £ £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contributions towards educational visits, residential experiences, uniform etc	Experience suggests that without financial support, children would miss out on opportunities that their non PP children would get to explore. This also encourages relationship building, being part of a community group and reinforces identity and self- worth. Research demonstrates that Music has a calming influence on children, supports children to regulate their behaviour and has a positive impact on wellbeing.	3 5
Support for Music tuition		3 5
<i>Contingency fund for acute issues</i>	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	all

Total budgeted cost: £ 12,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Increase vocabulary, reading and phonics achievement in EYFS & KS1. KS2 children to make at least expected progress: Book looks and conversations with children demonstrate an increased understanding of vocabulary. Classes have a word of the day and Literacy shed and T4W has been used in classes around the school. EYFS and KS1 have access to an increased range of books which have been carefully linked to the development of phonics.

Progress for reading across the school is 90%

Progress for writing is 93%

KS1 Reading 75% KS1 Writing 53% KS2 Reading 87% Writing 73%

PP pupils make rapid/ accelerated progress to catch up to their peers. More Able PP pupils 'on track' to exceed Expected Standard: The majority of PP children are working at least at expected. 2 children are working at greater depth level.

Pupils with challenging behaviours and social communication difficulties are supported effectively within the school, allowing them to fully access curriculum: TA's support the behaviour management in class alongside the teachers. SEND reviews are conducted termly and risk assessments completed accordingly. Visual timetables and prompts for learning and behaviour support are accessed in the classrooms with some organisational keyrings supplied for some individuals. Children have responded well to the behaviour points passport system across the school.

Pupils to be exposed to experiences beyond the local community and encouraged to explore opportunities available to them. Pupils to be exposed to a wide range of social, cultural and community experiences (Develop Cultural Capital): Throughout 2022, the children have taken part in residential trips and local visits. They have had the opportunity to travel further afield and taken part in activities with other school groups.

This will continue to be a focus alongside a wide variety of enrichment activities in the curriculum and in the extended schools activity programme.

Improve the attendance rate for all PP children to at least match the non PP attendance figures: Attendance rates for PP children have improved and most were in school when vulnerable families were invited in to school during lockdown. Attendance levels continue to exceed national figures.