

## 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

Detail	Data
School name	Hanging Heaton C of E (VC) J & I School
Number of pupils in school	139
Proportion (%) of pupil premium eligible pupils	17.4%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 – 2024/2025
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Janet Potter, Headteacher
Pupil premium lead	Sue Brooke-Mawson, Deputy Headteacher
Governor / Trustee lead	Melissa Dean

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£29,030
Recovery premium funding allocation this academic year	£3,480
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	£32,510

# 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, achieve high attainment across all subject areas and are happy during their time at Hanging Heaton C of E (VC) J & I School. The focus of our pupil premium strategy is to help support both disadvantaged pupils and others to achieve that goal, including progress for those who are already high attainers.

We will also consider the challenges faced by other vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is fundamental to our success, 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, supported by robust diagnostic assessment and observations not misconceptions that may surround 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 always 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.

Our relatively small number of Pupil Premium children means that our budget is relatively small. However, we strive to ensure that it is used to maximum benefit and where possible seeks to support both Pupil Premium and non-Pupil Premium children.

## Challenges

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

Challenge number	Detail of challenge
1	Ongoing phonics assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. They also show as reading less frequently than their peers at home. This negatively impacts their development as readers.
2	Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
3	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths.
4	Not all our children benefit from wide and varied experiences outside of school. Our enrichment programme seeks to address some of these anomalies and ensure our disadvantaged children get valuable and enriched experiences.

## 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 improve phonics provision, ensuring fidelity to a scheme, so all children regardless of entry data develop reading skills early.	95% + phonics pass mark at Year 1 and 100% on retake in Year 2.
To improve outcomes in Maths, via the introduction of Maths Mastery for all children.	Improvement in % of children achieving age related expectations, diminishing the difference of the lowest 20% of each cohort throughout school.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than X% of disadvantaged pupils met the expected standard.

## 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: £19,650

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase, training and implementation of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> 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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.  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).	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: <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a>  The EEF guidance is based on a range of the best available evidence: <a href="#">Improving Mathematics in Key Stages 2 and 3</a>	2
To introduce individual instruction for reading with our disadvantaged children and our bottom 20% attainers.	EEF guidance <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</a> shows positive correlation between progress and this initiative.	1 & 3

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

Budgeted cost: £10,316

Activity	Evidence that supports this approach	Challenge number(s) addressed
Create smaller Year 6 class with TA support (mornings) due to high level of PP (30%) and catch up still required from impact of COVID.	EEF Reducing Class Size in Teaching and Learning Toolkit states: <i>'smaller classes only impact upon learning if the reduced numbers allow teachers to teach differently – for example, having higher quality interactions with pupils or minimising disruption.'</i>	3
Small group and additional interventions (including access to Lexia) plus stipulated one to one (teacher and TA) time weekly for all PP children.	EEF Lexia Core 5 report : <i>'Children offered Lexia made the equivalent of two additional months' progress in reading, on average, compared to other children. This result has a high security rating.'</i>  EEF Small group tuition: <i>'Small group tuition has an average impact of four months' additional progress over the course of a year.'</i>	1 & 3
NTP One to One Maths Tuition for 10 students most impacted by COVID and lockdowns.	EEF One to One Tuition evidence. <i>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: and small groups.'</i>	2 & 3

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

Budgeted cost: £9,090

Activity	Evidence that supports this approach	Challenge number(s) addressed
Offer extra-curricular activities to ensure that gives additional opportunities for all children to access an extended and full curriculum, which they would not ordinarily have access to and hence	EEF Arts Participation evidence; <i>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</i>  EEF Homework (for those unable to access it at home). <i>'Homework has a positive impact on average (+ 5 months), particularly with pupils in</i>	1, 3 & 4

develop positive self-esteem. This includes access to early morning, lunchtime, supported learning and homework support.	<i>secondary schools..... Some pupils may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported (e.g. through providing homework clubs for pupils).'</i>	
Supplementing school educational visits and enhancements of the curriculum: Support towards attending various educational trips for those in receipt of certain benefits.	Ensuring equality for all.	

**Total budgeted cost: £39,056 (shortfall taken out of school budget).**

## 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.

Internal data shows that in 2020/21 we have seen a slight increase in the number of Pupil Premium and Pupil Premium Plus children, with.

- **81%** of Pupil Premium children have made expected or good progress in reading, with 19% making good progress.
- **92%** of Pupil Premium children have made expected or good progress in writing, with 12% making good progress.
- **88%** of Pupil Premium children have made expected or good progress in maths, with 12% making good progress.

Diminishing the difference shows the following cases where low ability Pupil Premium children have made above average progress and have as a result closed the gap with their peers or achieved GDS status:

- 5 children in reading.
- 3 children in writing.
- 3 children in maths.

However in attainment terms, many Pupil Premium children are still not at Age Related Expectations. Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy.

### 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
N/A	
N/A	

## Service pupil premium funding (optional) – N/A

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	



## Further information (optional)

### 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:

- continuing to embed effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- 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 new pupil premium strategy, 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 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 and 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.