



Hipswell Church of England Primary School

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	Hipswell Church of England Primary School
Number of pupils in school	175
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 2022/2023 2023/2024
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Carolyn Ewbank
Pupil premium lead	Edie Gallagher
Governor / Trustee lead	Sarah Brotherton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	Disadvantaged PP £38,425 Service PP £37,780
Recovery premium funding allocation this academic year	£2102.50
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£78307.50

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

Our vision is to “Live generously and graciously towards others, the way God lives towards us” (Matthew 5:48). We nurture supportive relationships within our often-changing community. We aspire for our children to be resilient and to flourish - happily, confidently and with enthusiasm.

We aim for all pupils, from every background, including children from service families with high mobility, to fulfil our vision. We aspire for all children to make excellent progress and reach their full potential across the curriculum. The focus of our pupil premium strategy is to support disadvantaged and vulnerable pupils to achieve well irrespective of their starting point.

We will consider the challenges faced by 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 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.

We provide high levels of pastoral care to support the emotional and mental wellbeing of our children, to overcome the additional challenges faced by children who experience high levels of mobility.

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.

Provision will be made through:

- Facilitating pupils’ access to education
- Facilitating pupils’ access to the curriculum
- Alternative support and intervention within the school

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 indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2. Poor communication skills are acting as a barrier to progress.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics and early reading than their peers. This negatively impacts their development as readers.
3	Internal assessments indicate that progress in maths for pupils eligible for Pupil Premium is significantly below that of their peers. One of the reasons for this is related to pupils' attitude and confidence. To build resilience as well as a better understanding of how they learn best are implemented through our whole school metacognitive strategy.
4	Our assessments and observations indicate that the education and well-being 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 and reading.
5	Our wellbeing surveys, observations and discussions with pupils and families have identified that social, emotional and mental health continues to have a negative impact on the progress of disadvantaged and vulnerable pupils. This has been impacted further due to a lack of enrichment opportunities and social interaction during school closure. Teacher referrals for support have markedly increased during the pandemic.
6	Our attendance data over the last 3 years indicates that attendance among disadvantaged and vulnerable pupils has been lower than for non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting pupils' progress.

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
Improved vocabulary, language and communication skills among disadvantaged pupils.	<p>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.</p> <p>The specific needs of all pupils are addressed through the wider curriculum. High quality experiences enrich pupils' cultural capital and life chances.</p>
Improved reading attainment among disadvantaged pupils.	<p>Annual phonics screening check results are in line with the national average and disadvantaged pupils achieve in line with their peers.</p> <p>KS2 reading outcomes show that more than 75% of disadvantaged pupils met the expected standard or better.</p>
Improved maths attainment for disadvantaged pupils at the end of KS2.	<p>Annual KS2 maths outcomes show that more than 75% of disadvantaged pupils met the expected standard or better.</p>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our vulnerable and disadvantaged pupils.	<p>Sustained high levels of wellbeing and emotional resilience, demonstrated by:</p> <ul style="list-style-type: none"> • Individual Case Studies • Qualitative data from pupil voice, pupil and parent surveys and teacher observations • A significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%.

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: £31,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of a DfE validated Systemic Synthetic Phonics programme , Little Wandle, to secure stronger phonics teaching for all pupils. Work closely with the Burley Woodhead English Hub to develop the teaching of phonics.</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: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2, 4</p>
<p>Purchase of standardised diagnostic assessments. Purchase of pupil progress tracking system (Insight) and train all staff in effective implementation. Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>GL Assessments 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: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p> <p>Immediate assessment of new pupils provides instant knowledge for staff of pupil standards.</p>	<p>1, 2, 3, 4</p>
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</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:</p>	<p>1</p>

<p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>Training for staff on the implementation of NCETM Covid Catch up planning and unit assessment. Continue our metacognitive teaching approach.</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).</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: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	<p>3</p>
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>5</p>
<p>Subject Leadership Training (Subject Leader Pathway through Leeds Diocese) plus other providers.</p>	<p>Leadership capacity at both senior & middle leadership level is crucial in supporting and challenging staff to improve practice & raise pupil outcomes – distributed leadership impact.</p>	<p>1,2,3,5</p>
<p>Increased emphasis on CPD for all staff through the National</p>	<p>All staff access regular training, evidenced through CPD register and certificates. This impacts positively</p>	<p>1, 2, 3, 4, 5</p>

College and Perspective to continually improve teaching practice. High quality support for ECTs and NQTs through Red Kite.	upon the quality of teaching and learning which is consistently good or better.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase the Talk Boost Programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	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: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1, 4
Additional daily phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with the Burley Woodhead English hub.	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: Phonics Toolkit Strand Education Endowment Foundation EEF	2
Engage with the National Tutoring Programme 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	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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	3, 4

those who are high attainers. Third Space Maths FFT Lightning Squad Readers		
Research and invest in online programs to engage pupils and develop fluency in maths (Purple Mash; RM Maths; Sumdog; Times Tables Rockstars; Mathletics; Maths Frame)	The EEF states that, “using technology to support retrieval practice and self-quizzing can help pupils retain key ideas and knowledge more effectively.”	4, 5
Allocated SENCo time to support the teaching of disadvantaged and vulnerable pupils. Develop strategies to support children to engage in their learning. Liaise with external agencies and parents to provide additional resources and support as needed.	EEF guidance acknowledges the importance of the SENCo role in specific diagnosis, provision and intervention: https://educationendowmentfoundation.org.uk/news/eef-blog-reflections-of-a-senco-the-importance-of-a-whole-school-approach-to-supporting-pupils-with-send	1, 2, 3, 4, 5
Additional adult Teaching Assistants allocated to each class to support the academic progress of identified pupils.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1, 2, 3, 4, 5, 6

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

Budgeted cost: £17307.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Vulnerable pupils supported through Emotional First Aid, Emotion Coaches, Compass Buzz, Service Pupil Premium (Wellbeing Warriors/Five Ways to Wellbeing).	Behavioural issues for some pupils with eligibility for PP causing a detrimental effect on their academic and social/emotional progress and	1, 5

<p>Drawing and Talking; Lego Therapy; Sand Therapy; Children's Yoga training for staff to support whole class/identified children</p>	<p>that of their peers both in class and during playtimes.</p> <p>The EEF states that:</p> <p>'Improvements appear more likely when social and emotional approaches are embedded into routine educational practices and supported by professional development and training for staff.</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	
<p>Support families financially so their children are able to engage in residential and school trips in order to participate fully in academic work that proceeds and follows.</p> <p>Provide child care during Parents' Evenings to support all parents to engage fully in their child's education.</p> <p>Subsidise after school clubs to enrich the curriculum.</p>	<p>EEF toolkit – enrichment in the form of; sports, arts, outdoor adventure learning are shown to have +2 or +4 months impact https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</p>	5
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures.</p> <p>Administrative Assistant to work closely with the Headteacher to monitor and challenge persistent absence.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	6
<p>Train a member of staff in Forest Schools provision and embed it within the curriculum to enhance pupils' outdoor enrichment experiences.</p>	<p>EEF research has found that, "There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork."</p>	1, 5
<p>Additional adult Teaching Assistants allocated to each class to support the wellbeing of identified pupils.</p>	<p>https://educationendowmentfoundation.org.uk/education-</p>	1, 2, 3, 4, 5, 6

	evidence/guidance-reports/teaching-assistants	
<p>Enrich the PHSE curriculum through visitors and projects:</p> <p>PC Godfrey – life skills and safe-guarding</p> <p>Simon Carson – The Game of Actual Life</p> <p>PCSO Randall – Mini Police Cadets and Road Safety</p> <p>Reverend Andrew – community and church links</p> <p>Reception – ‘People who help us’.</p>		
Contingency fund for acute issues.	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: £78,307.50

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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous 2 years in key areas of the curriculum, particularly in maths and reading. Disadvantaged children made good progress in the second half of 2020/21 but unfortunately this did not make up for the lost learning in the summer of 2020. The purchase of My Maths and the Oxford Owl online reading scheme supported catch up.

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, enabling all families to access our online learning via See-saw.

Small group and one-to-one interventions from known adults were used to support children with gaps in knowledge.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged and vulnerable pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan and training more TAs to deliver emotional support such as EFA.

All pupils who required a device for Home Learning were loaned one by school. Breakfast clubs and trips for PP children were supported by the school to ensure all children were able to access extracurricular enrichment.

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
Oxford Owl	Oxford University Press
My Maths	My Maths
Purple Mash	2Simple
Espresso	Discovery Education
Seesaw	Seesaw

Service pupil premium funding (optional)

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?	<p>We increased the hours of Teaching Assistants to support the emotional wellbeing and academic achievement of service children. They led Hipswell Heroes lunchtime clubs to develop strategies and approaches for our service children, to stay connected to their deployed parent. We identified gaps in service children's education caused by moving between schools which we addressed with targeted support.</p> <p>Additional hours allocated to a mobility coordinator to provide a seamless transition upon joining and leaving Hipswell.</p>
What was the impact of that spending on service pupil premium eligible pupils?	<p>Teachers observed improvements in wellbeing amongst service children. Assessments demonstrated progress in subject areas where extra support classes were provided. Families reported positive impact of our work.</p> <p>Service children noticeably settle into Hipswell very quickly.</p>

Further information (optional)

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.
- 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.

In planning our new pupil premium strategy, 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.