

## Pupil premium strategy statement - 2022 - 2025

### Hilldene Primary School

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	Hilldene Primary School
Number of pupils in school	682 (including Nursery) - 2022 <b>683 (including Nursery) - 2023</b>
Proportion (%) of pupil premium eligible pupils	Years 1 - 6 = 24.9% (170 pupils) - 2022 <b>Years 1 - 6 = 23.2% (146 pupils) - 2023</b> EYFS = 1.17% (8 pupils) - 2022 <b>EYFS = 1% (7 pupils) - 2023</b>
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 years (2021 - 2022 to 2023 - 2024) <b>updated October 2023</b>
Date this statement was published	<b>31st October 2023</b>
Date on which it will be reviewed	September 2023 <b>October 2024</b>
Statement authorised by	The Governing Body
Pupil premium lead	Miss C. McClellan Deputy Headteacher
Governor / Trustee lead	Mr C. Speller Chair of Governors Mr Brian Davy PP Governor

### Funding overview

NB - \* = financial year actuals for 2022/23 (at 1st April 2022)

Detail	Amount
Pupil premium funding allocation this academic year	£271,100* - 2022 <b>£261,520* - 2023</b>
Recovery premium funding allocation this academic year	£14,355 - 2022 <b>£24,360* - 2023</b>
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£17,223 - 2022 <b>£1,611* - 2023</b>
<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	£302,678* - 2022 <b>£287,491* - 2023</b>

## Part A: Pupil premium strategy plan

### Statement of intent

At Hilldene Primary School, it is our intention that all pupils make expected progress, from their starting points, and attain well in all curriculum areas and aspects of school life. The focus of our Pupil Premium (PP) strategy is to support all disadvantaged pupils to achieve in line with their non-disadvantaged peers.

Quality first teaching is key to our approach and provisions: we know from research that a lack of quality first teaching has the biggest impact on all of our pupils but in particular our most vulnerable learners. Our commitment is to ensure that all teachers are teaching, at least, good and effective lessons every day and that disruptions to pupils' regular teaching is kept to a minimum. This is enhanced by supportive, targeted interventions to enable pupils to make accelerated progress to 'catch-up' to their non-disadvantaged peers and national expectations.

We continue to ensure that disadvantaged pupils receive a high proportion of their teaching from effective teachers who know them well and are not routinely taught by learning support staff.

As a school, we are committed to targeting interventions to combat the wider barriers to disadvantaged pupils' academic and wider successes through a wide range of professionals, approaches and local services where this is necessary.

Our Pupil Premium strategy is focused on identifying the needs of pupils and what each pupil needs to be successful and achieve well. In order to achieve this we are:

- Ensuring that the needs of the pupils are identified through a range of mechanisms, including written assessments, observations of behaviour, analysing a wide range of data that is available to us and speaking to both pupils and their parents/carers;
- Regularly reviewing the progress and performance of all disadvantaged pupils to ensure that our approaches are impactful;
- Improving the quality of teaching and learning in all curriculum areas for all pupils at Hilldene Primary School;
- Ensuring disadvantaged pupils are appropriately challenged in their learning;
- Ensuring that all members of staff take responsibility for disadvantaged pupil outcome;
- Regularly reminding all staff of the need for high expectations of what all pupils, but especially those who are disadvantaged 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><b>Below average on-entry data for EYFS pupils</b></p> <p>Internal assessments (Nursery) and The Reception Baseline information indicates that pupils starting at Hilldene pupils who are from disadvantaged backgrounds are significantly below the outcomes of non-disadvantaged and national expectations. This is particularly the case in Communication and Language.</p> <p>61% of pupils achieved GLD in 2021 - 2022  <a href="#">56% (50 pupils) of pupils achieved GLD in 2022 - 2023</a></p>
2	<p><b>Large number of pupils receiving Speech and Language Therapy</b></p> <p>Internal assessments (Speech and Language Link), discussions with pupils and pupils' families indicate that pupils' communication and language data on entry is significantly below age related expectations. This impacts pupils' fluency in speaking, their listening skills and then impacts their reading and writing skills. Pupils arrive at Hillene with</p>

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	<p>limited vocabulary and experiences of spoken language. This then has a wider impact of pupils not achieving the end of the Early Years Early Learning Goals at the end of Reception.</p> <p>The number of pupils on the S&amp;L caseload is consistently high; 172 pupils - of these 76 pupils are receiving external support for speech and language therapists. Of the 172 pupils 20 (11%) are PP pupils.</p> <p>The number of pupils on the S&amp;L caseload continues to remain high; 172 pupils - 61 pupils are receiving external S&amp;L support from speech and language therapists. Of the 172 pupils 21 (12%) are PP pupils.</p> <p>Percentage of PP pupils is low in comparison to the pupils that are receiving support - this could be due to parents not completing the PP funding forms as they are in receipt of universal free school meals. With the roll out of the Mayors Universal Free School Meals for all primary school pupils this is something that we need to consider and inform parents of the importance of completing the forms.</p>				
3	<p><b>Outcomes in the core subjects (reading, writing and maths) across both Key Stage 1 and 2</b></p> <p>Internal data, in school monitoring, discussion with pupils and validated statutory assessments show that the attainment of disadvantaged pupils in all core subjects is below that of their non-disadvantaged peers. This is especially true in writing.</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><u>KS1 data (2022)</u></p> <p>Reading = 44% - EXS+ 8% GDS                      Writing = 30% - EXS+ 3% GDS                      Maths = 46% - EXS+ 4% GDS                      Combined = 30% - EXS+ 0% GDS</p> </td> <td style="width: 50%; vertical-align: top;"> <p><u>KS2 data (2022)</u></p> <p>Reading = 62% - EXS+ 13% GDS                      Writing = 57% - EXS+ 2% GDS                      Maths = 61% - EXS+ 15% GDS                      Combined = 41% - EXS+ 2% GDS                      GPAs = 53% - EXS+ 15% GDS</p> </td> </tr> <tr> <td style="vertical-align: top;"> <p><u>KS1 data (2023)</u></p> <p>Reading = 65% - EXS+ 11% GDS                      Writing = 59% - EXS+ 7% GDS                      Maths = 66% - EXS+ 8% GDS                      Combined = 58% - EXS+ 4% GDS</p> </td> <td style="vertical-align: top;"> <p><u>KS2 data (2023)</u></p> <p>Reading = 67% - EXS+ 19% GDS                      Writing = 74% - EXS+ 2% GDS                      Maths = 69% - EXS+ 17% GDS                      Combined = 52% - EXS+ 2% GDS                      GPAs = 62% - EXS+ 16% GDS</p> </td> </tr> </table>	<p><u>KS1 data (2022)</u></p> <p>Reading = 44% - EXS+ 8% GDS                      Writing = 30% - EXS+ 3% GDS                      Maths = 46% - EXS+ 4% GDS                      Combined = 30% - EXS+ 0% GDS</p>	<p><u>KS2 data (2022)</u></p> <p>Reading = 62% - EXS+ 13% GDS                      Writing = 57% - EXS+ 2% GDS                      Maths = 61% - EXS+ 15% GDS                      Combined = 41% - EXS+ 2% GDS                      GPAs = 53% - EXS+ 15% GDS</p>	<p><u>KS1 data (2023)</u></p> <p>Reading = 65% - EXS+ 11% GDS                      Writing = 59% - EXS+ 7% GDS                      Maths = 66% - EXS+ 8% GDS                      Combined = 58% - EXS+ 4% GDS</p>	<p><u>KS2 data (2023)</u></p> <p>Reading = 67% - EXS+ 19% GDS                      Writing = 74% - EXS+ 2% GDS                      Maths = 69% - EXS+ 17% GDS                      Combined = 52% - EXS+ 2% GDS                      GPAs = 62% - EXS+ 16% GDS</p>
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4	<p><b>Gaps in knowledge and understanding of curriculum content</b></p> <p>Our assessments and observations indicate that the education, mental health and wellbeing of many of our disadvantaged pupils has been impacted by closures and partial closures due to lockdowns resulting in a lack of resilience, self-esteem and pupils fully engaging with their learning whilst working remotely. This is supported by national studies. As a result of this significant gaps in knowledge has led to pupils falling further behind age related expectations.</p> <p>Whilst the gaps in knowledge and understanding is decreasing, pupils are continuing to develop their resilience, self-esteem and being engaged within their learning. The gap between Pupil-Premium pupils and non-Pupil Premium pupils is still apparent and no trends can be identified between year groups and curriculum areas. Cohorts will be tracked to show progress from their starting points and review of provision that has been implemented will take place.</p>				
5	<p><b>High number of families requiring support from Home School Support Workers (HSSWs) and Learning Mentors (LMs)</b></p> <p>Many of our disadvantaged families need support from a HSSW to ensure that pupils' daily life is supported. This support comes in the form of assisting parents/carers to complete professional forms, resourcing beds and white goods, issuing food bank vouchers and contacting food banks, supporting them with enquiries regarding benefits, housing and many other aspects of family life. As well as this support, HSSWs also work closely with a range of local and national agencies to ensure that pupils' basic needs are met.</p>				

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	<p>Pupils are also in need of support to develop resilience, their wellbeing and mental health. Learning Mentors work closely with many of our disadvantaged pupils to offer support on a one to one basis or in a group.</p> <p>2023 - Many of our disadvantaged families are requiring support to ensure that their basic needs are being met. Many parents are displaying signs of anxiety which is impacting on pupils.</p> <p>The introduction of the HEST (Havering Emotional Support Team) will be implemented in autumn 2023 and will initially support parents with their own and their child's anxieties and behaviour. The HEST programme will also offer whole class / small group interventions to pupils on anxieties and behaviour from the spring term.</p>
6	<p><b>Attendance</b></p> <p>Attendance data over time indicated that attendance and punctuality among disadvantaged pupils has been lower than that of their non-disadvantaged peers. This is caused by a range of factors (and each case is individual), but negatively impacts attainment, progress and mental health and well being on pupils.</p> <p>Attendance continues to be monitored and analysed termly and annually. We are working closely with the Local Authority and the Education Welfare Officer to support parents in improving their child's attendance.</p> <p><u>Annual attendance 2022 - 2023:</u>            Whole school attendance = 93.8%            Pupil Premium Pupils = 89.5%            Non-Pupil Premium Pupils = 94.3%            Persistent absentee = 26.75%</p> <p><u>Annual attendance 2022 - 2023:</u>            Whole school attendance = 92.9%            Pupil Premium Pupils = 88.9%            Non-Pupil Premium Pupils = 92.6%            Persistent absentee = 22.86%</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
<p>Pupils receive targeted support in the Early Years to develop their 'school readiness' skills.</p> <p>Pupils make accelerated progress from their starting points and move towards the End of Year Expectations.</p>	<p>Observations and assessments show significant improvement in the Prime Areas resulting in pupils being able to respect each other, play alongside and with their peers, listen attentively and are ready to learn. Due to this a higher number of pupils will achieve the Early Learning Goals and Good Levels of Development.</p>
<p>Improved oral language skills and vocabulary among disadvantaged pupils.</p>	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including spoken language, formal and informal assessments, engagement in lessons. This will also result in pupils being discharged from Speech and Language services due to meeting their targets and improvement in their oral skills.</p> <p>2022 - 2023 - Communication and Language data demonstrates that pupils in Nursery and Reception have made significant progress in their communication and language skills.</p> <p>Nursery: baseline 5% on track</p>

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	<p>Nursery: end of year 47% on track  Reception: baseline 30% on track  Reception: end of year 70% on track</p> <p>Early identification of pupils requiring additional support for speech and language (S&amp;L) continues and pupils are being supported by the S&amp;L teacher and LSA within school as well as external agencies.</p>
<p>Improved attainment in core curriculum areas among disadvantaged pupils in KS1.</p>	<p>KS1 combined outcomes in 2022 - 2025 show that there will be an increased number of disadvantaged pupils meeting national expectations.</p> <p>KS2 combined outcomes in 2023 - 2024 show that there will be an increased number of disadvantaged pupils meeting national expectations.</p>
<p>Pupils and parents/carers to feel safe and secure and to know where they are able to seek support for their own mental wellbeing particularly for our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2022 - 2025 demonstrated by:</p> <ul style="list-style-type: none"> <li>● qualitative data from pupil and parent voice and staff observations;</li> <li>● an increase in participation in enrichment activities, particularly among disadvantaged pupils;</li> <li>● a reduction in referrals (including counselling) for support for identified pupils;</li> <li>● Qualitative data and parent/carer voice show increased empowerment and ability to support their children's needs.</li> </ul>
<p>To achieve and sustain improved attendance for all pupils but particularly for our disadvantaged pupils.</p>	<p>Sustained high attendance from 2022 - 2025 demonstrated by:</p> <ul style="list-style-type: none"> <li>● the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and non-disadvantaged pupils being reduced by 2%.</li> <li>● the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no higher than 12%.</li> </ul>

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

**Budgeted cost: £158,394.00 - 2022**

**Budgeted cost: £130,584 - 2023**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Allocated experienced teachers for the delivery of bespoke interventions to identify disadvantaged pupils in order to address their next steps in learning. disadvantaged pupils to perform in line with their peers and meet the end of key stage expectations.</p>	<p>Assessment data and outcomes will evidence the impact of the allocated teacher and the high quality teaching and intervention.                      Marking and feedback will instantly address any misconceptions and evidence of progress in pupils' learning and attainment.                      Standardised tests can provide reliable insights into the specific strengths and areas of development of individual pupils to help ensure they receive the correct additional support through interventions or teacher instruction.  <a href="#">Small Group tuition - Education Endowment Foundation</a></p>	<p>2 and 3</p>
<p>CPD training for identified support staff to deliver specific intervention programmes.</p>	<p>Research shows that interventions which are based on a clearly specified approach which staff have been trained to deliver has a positive impact on pupil's progress and attainment.  <a href="#">Teaching Assistant Interventions - Education Endowment Foundation (EEF)</a></p>	<p>2 and 3</p>
<p>School leaders' monitoring of learning and teaching across the school and using outcomes to inform bespoke CPD (where necessary).</p>	<p>High quality curriculums inspire learners. Development and retention of staff is key and ensuring every teacher is supported and developed is essential to achieving the best outcomes for pupils. Providing high quality bespoke opportunities for professional development supports this.  <a href="#">Pupil Premium Guide - Quality teaching helps every child - EEF</a></p>	<p>2, 3 and 4</p>
<p>In years 1 - 6 establish tightly targeted intervention groups for reading, writing and maths for disadvantaged pupils who are working below age expected expectations.</p>	<p>Tuition targets specific needs and knowledge gaps in low attaining pupils who are at risk of not meeting age related expectations in both one-to-one and small group settings. for tuition led for LSAs, interventions are likely to be particularly beneficial when the LSAs are experienced, well-trained</p>	<p>2, 3 and 4</p>

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	and support: for example: delivering a structured intervention: <a href="#">Small Group tuition - Education Endowment Foundation</a>	
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

**Budgeted cost: £116,440.00 - 2022**

**Budgeted cost: £156,907.00 - 2023**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Maintain Home School support provision and nurture provision: Learning Mentors x 2 (x 1 FTE from by PP funding)</p> <p><a href="#">Continuation during 2023 - 2024</a></p>	<p>Improved links between home and school are proven in supporting the progress pupils make academically as well as socially and emotionally. increased engagement will help support development as well as supporting families in crisis: <a href="#">EEF - Parental Engagement</a></p> <p>High number of pupils on roll needing regular support from Learning Mentors (this could be 1:1 or groups work relating to social, emotional and wellbeing of pupils).</p>	5
<p>Maintain Home School support provision and nurture provision: Home School Support Workers x 2 (x 1 FTE from PP funding)</p> <p><a href="#">Continuation during 2023 - 2024</a></p>	<p>Improved links between home and school are proven in supporting the progress pupils make academically as well as socially and emotionally. increased engagement will help support development as well as supporting families in crisis: <a href="#">EEF - Parental Engagement</a></p> <p>High number of families needing support from HomeSchool Support Worker (this could include support with housing, benefit claims, support with external agencies and social care).</p>	5
<p>Increase capacity of counselling support for pupils who require specialist support. This could include bereavement, trauma etc.</p> <p><a href="#">Continuation during 2023 - 2024</a> £5682.00</p>	<p>Counsellor to work in school with identified pupils one day per week. HES - behaviour coach and counsellor</p> <p><a href="#">Due to unforeseen circumstances this was reduced to half a day per week in 2022 - 2023. This has increased to one day per week in 2023 - 2024.</a></p>	5
<p>Breakfast Club staff costs to provide low cost breakfast and child-care for vulnerable pupils and families.</p> <p>(subsidy of £8,000 from PP funding) - 2022 <a href="#">(subsidy of £8,000 from PP funding) - 2023</a></p>	<p>In their 2026 Eating Breakfast report, Health4Scgools claimed that: 'Research has shown that children who skip breakfast perform less well academically, socially and emotionally, whereas eating breakfast improves children's problem solving abilities, their memory and creative thinking.'</p>	5 and 6

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<p>Continuation during 2023 - 2024</p>	<p>Providing children with breakfasts can help to boost their attention span, concentration, and memory.</p> <p>Supporting families who need wrap around care at an affordable cost. Families returning to work and needing this support to allow them to work more than school hours.</p>	
<p>Embedding principles of good practice set out in the <a href="#">DfE's Improving School Attendance advice</a>. This guidance was withdrawn in 2023.</p> <p>Embedding principles <a href="#">DfEs 'working together to improve school attendance'</a>; this guidance was implemented in September 2023</p> <p>Continuation during 2023 - 2024</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>Attendance Assistant (0.122 EFT - 5 hours per week) - 2022 (0.122 EFT - 5 hours per week) - 2023</p>	<p>Supporting families with low attendance, phone calls home to be made for all pupils (if parents haven't contacted the school) on the first day of absence. Referrals to HSSWs of Attendance Officer.</p>	6
<p>Support for trips (including residential) (£12,724 - 2022) (£4,064 - 2023)</p>	<p>To reduce the overall financial burden upon Pupil Premium pupil's parents/carers, the school will part fund the overall cost of the trips and the residential trips where required, to enable accessibility for all.</p>	5
<p>Music Tuition subsidy (£3,000 - 2022) (£2,900 - 2023)</p>	<p>To enhance pupils' access to wider opportunities that they may not otherwise be able to attend.</p> <p>Music tuition explores and develops pupils' creative potential and broader understanding of musical culture and meaning.</p>	4

**Total budgeted cost: £320,780.00 - 2022**

**Total budget not allocated: £1611.00 - 2022**

**Total budgeted cost: £287, 491.00 - 2023**

**Total budget not allocated: £0.00 - 2023**

## 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.

[This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.](#)

Planned Activity	Success Criteria	Review of Outcomes																				
Recruitment of additional teaching staff	Pupils working below Age Related Expectations	<p><b>2021 - 2022</b></p> <p>Additional teaching staff were recruited (Y2) and support was put in place based on the needs of individuals and cohorts. Interventions and additional teaching groups are devised based on need and of the areas of the curriculum that pupils are not making expected progress in. Additional teaching and one-to-one intervention can not solely be responsible for the progress pupils have made during the academic year.</p> <p>Data analysis for pupil progress for additional teachers during the academic year:</p> <table border="1"> <thead> <tr> <th>Curriculum Area</th> <th>More Than Expected Progress Across the Year (6+ points)</th> <th>Expected Progress Across the Year (6 points)</th> <th>Less Than Expected Progress Across the Year (less than 6 points)</th> </tr> </thead> <tbody> <tr> <td>Overall (49)</td> <td>37 (76%)</td> <td>7 (14%)</td> <td>5 (10%)</td> </tr> <tr> <td>Reading (Y2 = 8 pupils)</td> <td>5 (10%)</td> <td>3 (6%)</td> <td>0 (0)</td> </tr> <tr> <td>Writing (Y2 = 14 pupils, Y6 = 13 pupils) 27 pupils in total</td> <td>20 (41%)</td> <td>3 (6%)</td> <td>4 (8%)</td> </tr> <tr> <td>Maths (Y6 = 14 pupils)</td> <td>12 (24%)</td> <td>1 (2%)</td> <td>1 (2%)</td> </tr> </tbody> </table> <p><b>2022 - 2023</b></p> <p>Teaching staff were deployed to identified year groups where additional support was needed. Support was based on the needs of individual pupils, groups of pupils and cohorts. Additional teaching and one-to-one intervention can not solely be responsible for the progress pupils have</p>	Curriculum Area	More Than Expected Progress Across the Year (6+ points)	Expected Progress Across the Year (6 points)	Less Than Expected Progress Across the Year (less than 6 points)	Overall (49)	37 (76%)	7 (14%)	5 (10%)	Reading (Y2 = 8 pupils)	5 (10%)	3 (6%)	0 (0)	Writing (Y2 = 14 pupils, Y6 = 13 pupils) 27 pupils in total	20 (41%)	3 (6%)	4 (8%)	Maths (Y6 = 14 pupils)	12 (24%)	1 (2%)	1 (2%)
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		<p>made during the academic year.</p> <p>Data analysis for pupil progress for additional teachers during the academic year:</p> <table border="1" data-bbox="819 280 2103 916"> <thead> <tr> <th>Curriculum Area</th> <th>More Than Expected Progress Across the Year (6+ points)</th> <th>Expected Progress Across the Year (6 points)</th> <th>Less Than Expected Progress Across the Year (less than 6 points)</th> </tr> </thead> <tbody> <tr> <td><b>Overall</b> 64 pupils</td> <td>(26) 40.7%</td> <td>(38) 59.4%</td> <td>0%</td> </tr> <tr> <td>Reading Y3 - 10 pupils</td> <td>(4) 40%</td> <td>(6) 60%</td> <td>0%</td> </tr> <tr> <td><b>Writing</b> Y2 - 12 pupils Y3 - 10 pupils Y4 - 10 pupils Y5 - 10 pupils  42 pupils in total</td> <td>(3) 25% (7) 70% (3) 30% (6) 60%</td> <td>(9) 75% (3) 30% (7) 70% (4) 40%</td> <td>0% 0% 0% 0%</td> </tr> <tr> <td><b>Maths</b> Y3 - 12 pupils</td> <td>(3) 25%</td> <td>(9) 75%</td> <td>0%</td> </tr> </tbody> </table>	Curriculum Area	More Than Expected Progress Across the Year (6+ points)	Expected Progress Across the Year (6 points)	Less Than Expected Progress Across the Year (less than 6 points)	<b>Overall</b> 64 pupils	(26) 40.7%	(38) 59.4%	0%	Reading Y3 - 10 pupils	(4) 40%	(6) 60%	0%	<b>Writing</b> Y2 - 12 pupils Y3 - 10 pupils Y4 - 10 pupils Y5 - 10 pupils  42 pupils in total	(3) 25% (7) 70% (3) 30% (6) 60%	(9) 75% (3) 30% (7) 70% (4) 40%	0% 0% 0% 0%	<b>Maths</b> Y3 - 12 pupils	(3) 25%	(9) 75%	0%
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<p>Recruitment of Speech and Language teacher and LSA</p>	<p>High number of pupils on the boroughs Speech and Language caseload.</p>	<p><b>2021 - 2022</b></p> <p>Recruitment of a Speech and Language teacher was successful. She has completed CPD to enable her to develop her own skills and practice to ensure that pupils' needs are being met. All pupils in Reception are assessed using Language Link to identify specific needs and the provision that is needed to support pupils.</p> <p>The S&amp;L team works closely with EYFS to ensure that communication and language provision is progressive and supports all pupils' needs as well as targeting individuals.</p> <p>The S&amp;L team works closely with the local authority speech and language team to discuss pupils and specialist provision. This is reviewed termly and provision is adjusted when necessary.</p> <p>There are currently 74 pupils on the speech and language caseload with an additional 63 pupils receiving additional support and intervention for speech and language. These figures change as concerns are raised and pupils can be discharged termly after a caseload review.</p>																				

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<p>One-to-one tutoring for pupils (especially in KS2)</p>	<p>Lower than National percentage of pupils achieving the Expected (or above) expectations at the end of KS2.</p>	<p>50 pupil premium pupils were targeted for 1:1 or small group interventions. These were planned and delivered by teaching staff (usually the pupils' own class teacher) and were planned around the needs of the pupils.            Careful analysis of the data was analysed and although pupils didn't make accelerated progress within one area of the curriculum a specific skill was embedded and applied allowing pupils to become confident in this skill.            One-to-one intervention and additional teaching can not solely be responsible for the progress pupils have made during the academic year.</p> <table border="1" data-bbox="815 485 2107 975"> <thead> <tr> <th>Curriculum Area</th> <th>More Than Expected Progress (3+ points)</th> <th>Expected Progress (2 points)</th> <th>Less Than Expected Progress (less than 2 points)</th> </tr> </thead> <tbody> <tr> <td><b>All pupils</b> (127 pupils)</td> <td>(55) 43%</td> <td>(56) 44%</td> <td>(16) 13%</td> </tr> <tr> <td><b>Reading</b> (41 pupils)</td> <td>(21) 51%</td> <td>(14) 34%</td> <td>(6) 15%</td> </tr> <tr> <td><b>Writing</b> (26 pupils)</td> <td>(10) 38%</td> <td>(14) 54%</td> <td>(2) 8%</td> </tr> <tr> <td><b>Maths</b> (60 pupils)</td> <td>(24) 40%</td> <td>(28) 47%</td> <td>(8) 13%</td> </tr> </tbody> </table> <p><b>2022 - 2023</b>            All pupils in Reception are assessed using Language Link to identify specific needs and the provision that is needed to support pupils.            The S&amp;L team continues to work closely with the EYFS team to ensure that communication and language provision is progressive and supports all pupils' needs as well as targeting individuals.            Specific            The S&amp;L team continue to work closely with the local authority speech and language team to discuss pupils and specialist provision. This is reviewed termly and provision is adjusted when necessary.            There are currently 111 pupils on the speech and language caseload with an additional 61 pupils receiving additional support and intervention for speech and language. These figures change as concerns are raised and pupils can be discharged termly after a caseload review.</p>	Curriculum Area	More Than Expected Progress (3+ points)	Expected Progress (2 points)	Less Than Expected Progress (less than 2 points)	<b>All pupils</b> (127 pupils)	(55) 43%	(56) 44%	(16) 13%	<b>Reading</b> (41 pupils)	(21) 51%	(14) 34%	(6) 15%	<b>Writing</b> (26 pupils)	(10) 38%	(14) 54%	(2) 8%	<b>Maths</b> (60 pupils)	(24) 40%	(28) 47%	(8) 13%
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<p>Learning Mentors x 2 (x 1 FTE from by PP funding)</p>	<p>High number of pupils needing regular support from Learning Mentors (this could be 1:1 or groups work relating to social, emotional and wellbeing of pupils).</p>	<p>Sustained high levels of wellbeing from 2022/23 demonstrated by: qualitative data from student voice, student and parent surveys and teacher observations an increase in participation in enrichment activities, particularly among disadvantaged pupils a reduction in referrals for support for identified children qualitative data and parents voice shows increased empowerment and ability to support their children</p> <p>There continues to be sustained high numbers of pupils requiring support from our two Learning Mentors. Support that is being provided is for self esteem, ability to manage emotions, anxiety, what it means to be a good friend and restorative conversations with pupils.</p>																				

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<p>Home School Support Workers x 2 (x 1 FTE from PP funding)</p>	<p>High number of families needing support from Home School Support Worker (this could include support with housing, benefit claims, support with external agencies and social care).</p>	<p>Sustained high levels of wellbeing from 2022/23 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• an increase in participation in enrichment activities, particularly among disadvantaged pupils</li> <li>• a reduction in referrals for support for identified children</li> <li>• qualitative data and parents voice shows increased empowerment and ability to support their children</li> </ul> <p>There continues to be a sustained high number of parents requiring support from our two Home School Support Workers. Support being offered to parents is: completion of benefit / housing forms, financial support, mental health needs, signposting parents to external agencies for professional and specific advice.</p>
<p>Breakfast Club (subsidy of £8,000 from PP funding - 2022) (subsidy of £8,000 from PP funding - 2023)</p>	<p>Supporting families who need wrap around care at an affordable cost. Families returning to work and needing this support to allow them to work more than school hours.</p>	<p>Sustained high levels of wellbeing from 2022/24 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• an increase in participation in enrichment activities, particularly among disadvantaged pupils</li> <li>• a reduction in referrals for support for identified children</li> <li>• qualitative data and parents voice shows increased empowerment and ability to support their children</li> </ul>
<p>Attendance Assistant (0.241 EFT)</p>	<p>Supporting families with low attendance, phone calls home to be made for all pupils (if parents haven't contacted the school) on the first day of absence. Referrals to HSSWs of Attendance Officer.</p>	<p>Whilst there has been no closures during the academic year, isolation periods were still mandatory if a pupil tested positive for COVID. These absences are not reflected in the whole school attendance data.</p> <p><b><u>2021 - 2022</u></b>          Whole school attendance: 93.8%          PP attendance: 89.5%          Non-PP attendance: 94.3%          Difference: 4.8%</p> <p>Whole school attendance was inline with that of other local cluster schools.</p> <p>As a school we will be closely monitoring pupils attendance and continue to follow the school attendance guidance. When it is appropriate we will seek support and guidance from the Local Authority and the Educational Welfare Officer.</p> <p>Attendance data is closely monitored and analysed. We are working with the Local Authority and</p>

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		<p>the EWO for further support and strategies to improve attendance. The HEST team will also be able to offer support to parents who have anxiety about their child/ren attending school.</p> <p><u>Annual attendance 2022 - 2023:</u>          Whole school attendance = 92.9%          Pupil Premium Pupils = 88.9%          Non-Pupil Premium Pupils = 92.6%          Difference = 3.7</p> <p>The gap between non-PP pupils and PP pupils is narrowing and PP, however, this is due to both groups of pupils' attendance has decreased.</p>
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**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 - 2021 - 2022	N/A - 2021 - 2022
N/A - 2022 - 2023	N/A - 2022 - 2023

**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?	N/A - 2021 - 2022 N/A - 2022 - 2023
What was the impact of that spending on service pupil premium eligible pupils?	N/A - 2021 - 2022 N/A - 2022 - 2023

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