

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	Himbleton CE Primary School and Nursery
Number of pupils in school	86
Proportion (%) of pupil premium eligible pupils	3%
Academic year/years that our current pupil premium strategy plan covers	2021/2022
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Gemma Martin, Headteacher
Pupil Premium Lead	Gemma Martin
Governor Lead	Geoff Hedges

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£4035
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£6035

Part A: Pupil Premium Strategy Plan

Statement of intent

Our overall aim is to ensure that pupils from all backgrounds make good progress from their own personal starting points. We have high aspirations for all pupils and we do all that we can to ensure that potential is fulfilled. Our Pupil Premium Strategy is used to support pupils to overcome barriers to achievement, tackling them robustly and rigorously through the use of evidence-based strategies.

We recognise that barriers come in a whole variety of forms and therefore we look at each child on an individual basis, deciding which approach will have most impact.

The planned support will be flexible to support vulnerable pupils as their needs change. Support will also focus on those pupils who have been most adversely affected by the COVID-19 pandemic.

Central to our philosophy for maximising the outcomes for all pupils, including disadvantaged, is quality first teaching, grounded in evidence based approaches. High quality CPD will support teachers to deliver our personalised curriculum to meet the needs of all pupils. This has been proven to be one of the most effective strategies in diminishing the difference between the disadvantage attainment gap. Through quality first teaching we will also be able to support the learning of non-disadvantaged pupils who will continue to make good progress and achieve well.

As eluded to above, our strategy will include targeted support for disadvantaged and non-disadvantaged pupils, through application of the School Led Tutoring Grant, to support pupils adversely affected through our education recovery plan.

As well as high quality teaching and targeted support, pupils will also receive support through wider strategies. This will include a focus on ensuring all pupils receive the cultural capital they need in order to achieve well. Evidence based support will be given for pupils' behavioral, social and emotional needs to ensure they are ready to learn. The strategy will also focus on strong attendance as evidence shows consistently that this is linked to improving outcomes.

All staff will be aware of disadvantaged pupils across the school and will be clear on the strategies used to support them to diminish any identified differences in attainment and progress.

Challenges

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

Challenge number	Detail of challenge
1	There are a number of pupils in school for whom social, emotional and mental health needs are a barrier to learning. Assessments have identified that 67% of our disadvantaged pupils are in this category. There is an increase in the number of pupils identified as vulnerable and an increase in the number needing direct intervention to support them to regulate effectively. National studies show that part closure of schools has adversely affected the wellbeing of disadvantaged pupils more than their peers. A lack of enrichment opportunities during lockdown has also impacted on disadvantaged pupils social and emotional needs. By addressing this need, these pupils will be enabled to make stronger progress in core areas.
2	There are a number of children in school for whom speech and language development is proving to be a barrier to attainment in all areas of the curriculum.
3	Assessments show that in specific year groups the attainment and progress in writing has been significantly impacted by the pandemic. This relates specifically to sentence structure and stamina (writing at length). National study findings show that partial school closures show that disadvantaged pupils were more adversely affected than non disadvantaged pupils.
4	Disadvantaged pupils are not able to access experiences that build cultural capital and extend knowledge and understanding of the world.
5	Attendance data shows that attendance of disadvantaged pupils is significantly lower than non-disadvantaged. Assessment information shows that absenteeism is negative contributing factor impacting upon the progress of these pupils.

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
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<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Improved levels of wellbeing will be demonstrated by:</p> <ul style="list-style-type: none"> • Assessments from Motional demonstrate an improvement in key areas assessed for vulnerable pupils • Behavioural incidents have reduced • Qualitative data from student voice, student and parent surveys and teacher observations
<p>Improved oral language and processing skills and vocabulary for target pupils, including disadvantaged pupils.</p>	<p>Assessments, classroom observations, feedback from interventions and speech and language therapists shows a significant improvement in speech and language skills for target pupils, including disadvantaged pupils. The number of pupils assessed as needing support as part of SALT caseload will reduce through meeting specific targets. This will be evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny, ongoing formative assessment and the feedback and reports from speech and language therapists.</p>
<p>Improved writing attainment and progress in focus year groups.</p>	<p>Internal and external writing assessments will show progress has been accelerated for target pupils. The attainment and progress gap between disadvantaged and non-disadvantaged pupils will not be significant.</p>
<p>Improved access to experiences that promote development of cultural capital for disadvantaged pupils.</p>	<p>Disadvantaged pupils are provided with increased opportunities for participation in enrichment activities, particularly among disadvantaged pupils.</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Improved attendance by the end of 2021-22, demonstrated by:</p> <ul style="list-style-type: none"> • Overall attendance figures to be in line with national expectation; • Attendance of disadvantaged pupils to be improved, with the gap between disadvantaged and non-disadvantaged reduced.

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: **£2100**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Recruitment and ongoing training of in-house communication TA to support targeted children, develop the practice of staff across the school and the wider teaching strategies in classroom practice.</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 impact on reading and writing:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>EEF Preparing for Literacy – Recommendation 1</p> <p>EEF Improving Literacy in Key Stage 2 – Recommendation 1</p>	<p>2, 3</p>
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme, 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 and in turn writing (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Improving Literacy In Key Stage 1 guidance report</p>	<p>2, 3</p>
<p>Re-visiting of training for teachers to plan effective sequences of writing to enable maximum progress.</p>	<p>EEF evidence shows professional development for teachers has a positive impact on achievement for pupils.</p> <p>EEF Effective Professional Development Guidance Report</p>	<p>3</p>

	Improving Literacy In Key Stage 1 guidance report - Recommendation 5,6 and 7 EEF Improving Literacy in Key Stage 2 – Recommendation 4,5 and 6	
Focussed and planned CPD for staff to support evidence based teaching strategies.	<p>There is strong evidence showing that high quality teaching is one of the most powerful strategies for diminishing the difference between disadvantaged and non-disadvantaged pupils. The EEF states, “Supporting high quality teaching is pivotal in improving children’s outcomes.”</p> EEF Effective Professional Development Guidance Report	1,2,3,4,5
<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):</p> EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk) EEF Preparing for Literacy – Recommendation 4	1

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

Budgeted cost: **£2535**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase and implementation of Motional programme to support pupils with social, emotional and mental health needs. Additional support staff team member to be	Evidence shows that behaviour approaches can have a positive impact on behaviour. Evidence and research as part of our trauma informed school training shows the importance of supporting pupils who may have attachment issues and/or experienced ACES. Motional was recommended by the Worcestershire Pupil Premium conference as an effective	1

<p>recruited to specialise in this area.</p>	<p>programme to support vulnerable pupils. It is supported by research and evidence.</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> <p>EEF Behaviour Interventions Findings</p> <p>EEF Improving behaviour in school guidance report</p>	
<p>Targeted pupils will take part in bespoke 1-1 tuition sessions, provided by a qualified teacher who has previously worked in the school, to focus on overcoming personal barriers to accelerate progress. The target year groups will be current Year 2, Year 3 and Year 5 as they are the cohorts for which writing attainment and progress has been most impacted.</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>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>3</p>
<p>Purchase of additional speech and language therapist support to accelerate progress for pupils who have significantly fallen behind throughout the pandemic.</p>	<p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>2</p>

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

Budgeted cost: **£1400**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's advice. This will involve training and release time for staff to develop and implement new procedures to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence DfE: Improving School Attendance</p>	5
<p>Subsidy of enrichment opportunities for disadvantaged pupils to increase their cultural capital</p> <ul style="list-style-type: none"> - Sports clubs - Art clubs - School trip subsidy - Music tuition. 	<p>Cultural capital is the essential knowledge that children need to be educated citizens in our community. It is important that all pupils receive equitable opportunities are not culturally disadvantaged. Evidence shows opportunities like these can help promote attendance. EEF Arts Participation EEF Physical Activity</p>	4, 5
<p>Targeted free place for breakfast and after school club.</p>	<p>Evidence from the Magic Breakfast Study demonstrate the positive impact of the approach. Previous use of this initiative has seen incidents of lateness reduce for targeted families. EEF Magic breakfast</p>	4, 5

Total budgeted cost: £6035

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 (2 pupils), particularly in relation to progress was lower than in the previous three years in key areas of the curriculum.

Disadvantaged pupils achieved broadly in line with non-disadvantaged pupils. Disadvantaged pupils who attended school consistently throughout lockdown mostly made good progress. The pupils who did not attend in school provision consistently did not make as much progress, despite provision of technology and other resources to support access. One child was offered a place due to vulnerabilities and attended sporadically; this child's progress was not as strong.

The impact of Covid-19 is the main reason for these outcomes as all subject areas were disrupted, despite the best efforts to mitigate the impact. Research shows that this is evident for schools across the country with the impact of school closures being the biggest factor. Pupils not in school were unable to benefit fully through the pupil premium funded opportunities. Throughout lockdown we maintained a high quality curriculum, including during periods of partial closure. We were aided by use of online resources such as those provided by Oak National Academy and White Rose Maths. Class Dojo helped support learning for all.