

Hindlip Pupil Premium Strategy Statement 2024-25

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 | 91 |
| Proportion (%) of pupil premium eligible pupils | 17.6% |
| Academic year/years that our current pupil premium strategy plan covers | 2024-2025 |
| Date this statement was published | December 2024 |
| Date on which it will be reviewed | July 2025 |
| Statement authorised by | Alex Gromski, Executive Head |
| Pupil premium lead | Alex Gromski |
| Governor / Trustee lead | Matthew Davies |

Funding overview

| Detail | Amount |
|--|------------|
| Pupil premium funding allocation this academic year | £28,880.00 |
| 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> | As above |

Part A: Pupil premium strategy plan

Statement of intent

As with every child in our care, a child who is eligible for the Pupil Premium Grant is valued, respected and entitled to achieve their very best irrespective of their background or the challenges they face. The focus of our Pupil Premium Strategy is to support disadvantaged pupils to overcome barriers whether they are to learning, behaviour, self-confidence or social skills. This reflects our ethos of 'Love and respect ourselves, others and God's world' and our Christian Vision to serve with Grace and do our very best for every member of our school community.

The approaches used have proven to be effective in improving the achievement and opportunities for disadvantaged pupils. These approaches include: High-quality teaching and targeted academic support, with focus upon areas that we have identified where disadvantaged pupils require the most support. This is proven to have a strong impact on closing the gap between disadvantaged and non-disadvantaged pupils in our setting, as well as benefitting all pupils. Our high expectations for all pupils ensure that the progress of our disadvantaged pupils is sustained, including those who are already high attainers, and at least comparable to the progress made by their non-disadvantaged peers. Wider strategies employed support the social and emotional wellbeing, involvement and resilience of our disadvantaged pupils, ensuring they are ready and able to learn and that their families feel supported and engaged with our school.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support for pupils whose education has been worst affected, including non-disadvantaged pupils where specific need has been identified. Our approach will be responsive to developing need, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help all pupils do their very best. To ensure they are effective we will: ensure all pupils are challenged in their academic work, no pupil should have a glass ceiling placed upon their learning, act rapidly to respond to developing/identified needs, adopt a whole school approach in which all staff set the highest expectations for all pupils.

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 suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers and learners. |

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| 2 | Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. |
| 3 | Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by COVID related lockdowns and closures to a greater extent than for other pupils. These findings are supported by national studies. For our school this had resulted in disadvantaged pupils in KS1 falling behind age related expectations, especially in English. Whilst we have closed the gap for these pupils this remains an area of focus in KS2. |
| 4 | Our assessments (including wellbeing), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due social isolation and a lack of enrichment opportunities in recent years. These challenges particularly affect disadvantaged pupils and can be seen in the impact on their confidence, self-esteem, which in turn impact on their readiness to learn and learning behaviours. |
| 5 | Assessments, observations, and discussions with pupils indicates that parental engagement with homework is, in general, lower with disadvantaged pupils than their peers. |

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 oral language skills and vocabulary among disadvantaged pupils. | 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. |
| Improved reading and writing attainment among disadvantaged pupils. | Reading and writing outcomes in 2024/25 show that the attainment gap between non-disadvantaged and disadvantaged pupils has narrowed with progress measures at least in line with non-disadvantaged pupils. Significant accelerated progress measures for disadvantaged pupils in reading and writing. Accelerated phonics progress from baseline to attain above National. |
| To support targeted individual pupils with home learning | Outcomes show that disadvantaged pupils are successfully supported with home learning and that this is evident when triangulated with different sources of evidence, including pupil voice, targeted support feedback and formative assessments. |

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: £1500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Continued enhancement of our English Curriculum in line with DFE and EEF guidance. We will fund release time for staff to develop key areas (including additional phonics CPD, Writing CPD, Oracy) and cascade training. | <p>EEF Evidence shows that these key areas reflect a very high impact for low cost, based on extensive evidence.</p> <p>NLT guidance highlights the importance of language, oracy and writing skills for strong education recovery. 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>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> | 2,3 |

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

Budgeted cost: £18,921.61

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Specific hours given to employ a 'floating' teaching assistant to provide targeted support to PP learners. | Higher than expected adult: pupil ratios in class, when deployed effectively, raises the standards for the most vulnerable children, particularly those with attachment issues and complex social and emotional needs. In addition, this provides the flexibility to target pupils appropriately whatever their specific needs. This may be individual support or within the classroom or playground, including brain breaks to support emotional regulation. | 2,3,4 |
| Targeted phonics, reading and language interventions, including PP pupils, | Small group interventions have shown to be effective. Evidence indicates that 1:1 tuition can be effective, on average accelerating learning by approximately five additional month's progress. Short regular sessions often have optimum impact. | 2,3,4 |

| | | |
|--|---|-------|
| led by trained support staff to support improved language skills and phonics | Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Phonics EEF (educationendowmentfoundation.org.uk) | |
| Social and emotional support sessions for identified individuals including PP pupils | Evidence is clear, pupils suffering from anxiety and emotional distress are unable to learn. Happy children learn. | 2,3,4 |
| School led tutoring, specific focus on reading skills, for pupils who are reading below ARE. A significant proportion of the pupils who receive tutoring will be disadvantaged | 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 | 2,3,4 |

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

Budgeted cost: £8,458.39

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Embedding principles of good practice set out in the DfE's Improving School Attendance advice, involving release time for implementation of revised systems and attendance support | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. | 1 |
| Funded/subsidised support with: <ul style="list-style-type: none"> • Breakfast Club • After school clubs | Learning outside the classroom is a vital part of children's learning and development, providing the children with the wider experiences they need to develop in this widest sense. It is a vital element of broad, balanced and inclusive curriculum and supports the development of a lifelong love of learning. | 1, 2, 3, 4 |

| | | |
|--|---|------------|
| <ul style="list-style-type: none"> • School visits • Music tuition • Uniform expenses • School Milk • Hot dinners | <p>Children who learn to play an instrument develop a sense of personal achievement and pride. Playing an instrument requires the brain to work at advanced speeds. Reading music is converted in the brain to the physical motion of playing the instrument. It has been shown that learning to play an instrument can help kids grow socially and academically. This has proven to have a positive impact on parental involvement with school and upon attendance.</p> <p>Involvement in these activities often allows PP pupils to gain wider experiences and participate in social situations they would otherwise be excluded from. By enabling PP pupils to be fully involved in school life with this extra financial support we have improved parental involvement over time, supported pupil key skills development impacting on achievement and developing social and personal skills.</p> <p>The cost of living crisis has had a huge impact on the outcomes of pupils, in particular those from PP households. Support is vital to ensure the attainment gap and wellbeing of these pupils does not widen and the gap closes with those from more advantaged backgrounds.</p> | |
| <p>Contingency fund for acute issues.</p> | <p>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.</p> | <p>all</p> |

Total budgeted cost: £ 28,880

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our monitoring of our disadvantaged pupils shows that we have facilitated positive results for our disadvantage and non-disadvantaged pupils. This monitoring underwent thorough validation via both internal and external moderation, with teacher assessments further reinforced by age-standardised tests.

In the academic year 2023 to 2024, the progress measures of our disadvantaged students were above that of non-disadvantaged peers in Writing and Maths, in line for reading and overall above non-disadvantaged average progress. Attainment outcomes for disadvantage pupils remain below their non-disadvantaged peers, with strong progress measures successfully narrowing the gap. Therefore, it will be important to continue the successful initiatives into the next academic year.

The involvement of PP students in extracurricular learning has continued to enhance their confidence and resilience, enabling them to actively participate in a broader spectrum of opportunities. Pupils engaged in pre-school phonics and reading provision have shown improved outcomes and progress measures or accelerated progress against their personal targets. Pupils participating in the breakfast club were settled and prepared for classroom learning, displaying commendable concentration levels. Furthermore, students adhered to the correct uniform, fostering a sense of belonging within the school community. Parents report feeling supported and express active engagement with the school.

Interventions have been wide ranging and not limited to academic support, with social and emotional work prioritised for pupils where this was a barrier to learning, supporting readiness to learn and engagement.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

| Programme | Provider |
|-----------------------|----------------------|
| Purple Mash Computing | 2 Simple |
| Times Table Rockstars | Maths Circle Ltd |
| GetSet4PE | Get Set Education |
| SCARF Programme | Coran Life Education |