

Pupil Premium Strategy Statement - Hudson Primary School 2022 - 2023

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils. This report also builds in the funding that has been allocated for our school for the academic year 2021-2022 within the grants; recovery premium and school led tuition. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and details the outcomes for disadvantaged pupils within the last academic year.

School overview

Detail	Data
Number of pupils in school	293
Proportion (%) of pupil premium eligible pupils	21%
Academic years that our current pupil premium strategy plan covers	2021/2022, 2022/2023, 2023/2024
Date this statement was published	November 2022
Date on which it will be reviewed	June 2023
Statement authorised by	Niki Craddock, Headteacher
Pupil premium leaders	Niki Craddock, Headteacher, Kerri McNally, Deputy head teacher and Jesse Roberts, Assistant head teacher
Governor lead	Kelly Herron, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£65,095
Recovery premium funding allocation this academic year	£13,078
School Led tuition funding allocation for this academic year	£8433

Pupil premium (and recovery premium) funding carried forward from previous years	£0
Total budget for this academic year	£86,606

Part A: Pupil premium strategy plan

Statement of intent

At Hudson, the overall intention for any investment is that all pupils, irrespective of their background or the challenges they face, make good progress. The focus of our pupil premium strategy is to support disadvantaged pupils to improve outcomes in ways that consider the whole child and their barriers to learning. A holistic viewpoint has been taken that includes the child and the family alongside the wider staff structure and expertise that we have on offer at Hudson.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced, this alongside research conducted by the EEF (Education, Endowment Fund).

Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all". We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Principles:

- We ensure that teaching and learning opportunities meet the needs of all pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals

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.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about 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 challenged in the work that they are 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

Challenges

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

Challenge number	Detail of challenge
1	Underdeveloped oral language skills and vocabulary gaps.
2	Low attainment on entry to school across all areas but with a clear emphasis on CLL, Literacy and PSED.
3	Growing mental health and wellbeing concerns and increased requests for wellbeing support from home, these impact on school readiness.
4	Attendance and punctuality that is lower than peers. The attendance gap is growing from 6 - 21% lower than for non-disadvantaged pupils, 6 - 26% of disadvantaged pupils have been 'persistently absent' compared to 12 - 7% of their peers during the same period (2020-21, 2021-22).

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	<ul style="list-style-type: none"> • Assessments and observations indicate significantly improved oral language from baseline assessments. - Children will be observed using a rich vocabulary choice applying this to their everyday language. - The setting will have received a communication friendly status - Staff in the EYFS will be fully trained in a language supportive system identified by the EEF - Interventions will be in place within the timetable with targeted support identified for key learners - A systematic language support system will exist between EYFS and our ASC base
Improved reading attainment	<ul style="list-style-type: none"> • Reading outcomes for all pupils will be improved across the academic year, aiming to surpass the national expectations. - Children will continue to enhance their love of reading with all children accessing school and local reading challenges - An increased number of children will choose to read during dedicated library time at lunch - An increased number of families will attend reading events and celebrations - Home learning relating to reading will be well supported in the home - Children will have access to high quality reading materials in precise targeted learning spaces around school - Adults will model a love for reading around school and during planned moments throughout the year - Reading events will be well thought out and executed by the school team, communicated well with families encouraging their involvement
To achieve and sustain improved wellbeing for all pupils	<ul style="list-style-type: none"> • Sustained high levels of wellbeing by 2024/25 demonstrated by: - Qualitative data from pupil voice, parent surveys and teacher observations will positively demonstrate successful support or school readiness improvements

	<ul style="list-style-type: none"> - There will be a significant reduction in behaviour incidents/serious incident records made - There will be a significant increase in participation in enrichment activities - Families will understand their role in supporting their child's wellbeing, they will have increased skills and competencies or access/have knowledge of services available - Families will feel well supported by the holistic offer from the school and Centre - Children will have access to a graduated support system for wellbeing
<p>To achieve and sustain improved attendance for all pupils</p>	<ul style="list-style-type: none"> • Sustained high attendance by 2024/25 demonstrated by: <ul style="list-style-type: none"> - The overall unauthorised absence rate for all pupils being no more than 2% - The attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to 10% - The percentage of all pupils who are persistently absent being below 5% (15 children below 93% attendance by July) - Systematic school response in place to manage and support attendance and punctuality - listen, empathise, support but not tolerate - Close liaison with families through the attendance manager and family service manager monitoring and support system - Full parent support and understanding on school attendance and punctuality regulations - attendance high profile - A positive attitude from children with regards to attendance and punctuality, pride in attendance and award recognition

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: **£37000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <ul style="list-style-type: none"> - With a focus on the Elklan early language approach delivered through our Elklan trained teacher we will ensure staff are equally trained to deliver high quality language support within a communication friendly setting. - Trained staff will ensure targeted intervention to vulnerable learners. 	<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>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2</p>
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <ul style="list-style-type: none"> - Continued daily (1:1) and weekly (group) development of the large teaching team in order to provide the highest quality synthetic programme delivery. 	<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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2</p>

<p>Recruitment of a part time teacher to provide targeted small group intervention in core learning areas: Early Language, Maths and Reading comprehension.</p> <ul style="list-style-type: none"> - This teacher has a PHD in supporting vulnerable and disadvantaged pupils. 	<p>EEF Toolkit guidance: https://educationendowmentfoundation.org.uk/support-for-schools/schoolimprovement-planning/2-targetedacademic-support 'Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.'</p>	<p>1, 2</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£25,100**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p> <ul style="list-style-type: none"> - Elklan, NELI and Intensive interaction delivered across the school. 	<p>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:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 3</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.</p>	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2</p>
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for</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>1, 2</p>

<p>pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged.</p> <ul style="list-style-type: none"> - Effective deployment of staff, Teaching Assistants and HLTA to support key children and year groups. 	<p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>EEF research guidance: https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/teaching-assitants 'Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils' learning outcomes.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£24500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral support from Family Services Manager and Early Help team for vulnerable children and families- key support needed to ensure attendance is maintained and readiness to learn.</p> <ul style="list-style-type: none"> - Offer parenting group sessions working on specific needs developed through a needs analysis. - Offer parenting group sessions working on specific needs developed through a needs analysis. 	<p>EEF Guidance about Wider strategies focusing on: SEL, Well-being and Mental Health.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/schoolimprovement-planning/3-wider-strategies</p>	<p>4, 5</p>
<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 and appointing attendance/support officers 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.</p>	<p>4, 5</p>

<ul style="list-style-type: none"> - Attendance monitoring and meetings when needed - Attendance to be a focus item for key pupils at parent evenings and pupil progress meetings - Reintroduction of fines for unauthorised absence - Rewards afternoon for refreshed 100% attendance each half term 		
<p>The appointment of a school based counsellor to improve pupil wellbeing, particularly those who are most disadvantaged.</p>	<p>As previous: EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>4, 5</p>
<p>Enrichment opportunities - ensuring all children are not disadvantaged in the extracurricular or wider opportunities provided by Hudson.</p> <p>A subsidy is allocated for children who are financially at a disadvantage to ensure that they get a full entitlement to any paid for experiences i.e. school visits, school residential or paid for events such as discos, or the annual pantomime event.</p>	<p>There is evidence that character / essential life skills in childhood are associated with a range of positive outcomes at school and beyond. Life skills and enrichment EEF (educationendowmentfoundation.org.uk)</p>	<p>4, 5</p>

Total budgeted cost: £86,600

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This section of the report details the impact that our activities had on pupils in the 2021-2022 academic year.

The following table shows the results for the academic year 2021/22, including the national averages and the corresponding internal assessment results:

	Pupils eligible for PP (2021/22)	National expectation for <u>all</u> pupils
% of pupils achieving a 'Good Level of Development' at the end of EYFS.	66% (2 out of 3)	71.8%
% of pupils passing the Phonics Screening check at the end of Year 1	66% (2 out of 3)	87%
% achieving expected standard or above in Reading, Writing & Maths (Key Stage 1)		
<ul style="list-style-type: none"> Attainment - Reading 	50% (2 out of 4) 66% - disaggregated	67%
<ul style="list-style-type: none"> Attainment - Writing 	50% (2 out of 4) 66% - disaggregated	58%
<ul style="list-style-type: none"> Attainment - Maths 	50% (2 out of 4) 66% - disaggregated	68%
% Achieving expected standard or above in Reading, Writing & Maths (Key Stage 2)		
<ul style="list-style-type: none"> Attainment - Reading 	29% (2 out of 7) 50% - disaggregated	74%

<ul style="list-style-type: none"> • Attainment - Writing 	<p>29% (2 out of 7)</p> <p>50% - disaggregated</p>	<p>69%</p>
<ul style="list-style-type: none"> • Attainment - Maths 	<p>14% (1 out of 7)</p> <p>25% - disaggregated</p>	<p>71%</p>

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

Absence among disadvantaged pupils was 21% higher than their peers in 2021/22 and persistent absence 24% higher. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

Our observations and assessments demonstrated that pupil behaviour improved last year, but challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute, our plan has considered this further and we will continue to use funds to invest in CPD around mental health and wellbeing and support our graduated response to SEL.