



## Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022-2023 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	Hooton Pagnell All Saints
Number of pupils in school	83
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 2022/2023 2023/2024
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Helen Thorpe
Pupil premium lead	Helen Thorpe
Governor / Trustee lead	Anna Steed

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	2021-22 £24,721
	2022-23 £21,720
Recovery premium funding allocation this academic year	2021-22 £2,610
	2022-23 £2,000

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<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	£23,720

## Part A: Pupil premium strategy plan

### Statement of intent

At Hooton Pagnell All Saints, we want all pupils to achieve their full potential. We are aspirational for our vulnerable pupils; this includes but is not isolated to those who receive Pupil Premium funding.

This plan identifies the ways in which we aim to support these disadvantaged pupils in their academic and personal development. It forms a fundamental part of our whole school plan for recovery, following the Covid-19 pandemic. Educational recovery is essential for all pupils, including those who are disadvantaged. We know that not all disadvantaged students are eligible for Pupil Premium funding. Equally, not all children that receive the grant have the same needs. Our strategy is based on knowledge of our school community and rooted in educational research: funding is allocated based on need, not assumption.

Our curriculum aim is, 'Preparing Pupils for their Future' and this is integral to our offer for disadvantaged pupils and educational recovery.

Our intention:

- All children making at least expected progress in reading, writing and maths
- All children having access to a broad and balanced curriculum including all extra-curricular activities
- All pupils being supported with SEMH needs
- All pupils attending in line with national averages Implemented through:
  - ✓ Quality first teaching;
  - ✓ Targeted academic support;
  - ✓ Wider approaches to supporting emotional wellbeing, personal development and behaviours.

### Challenges

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

Challenge number	Detail of challenge
1	Preventing an attainment gap across Reading, Writing and Maths.
2	Disadvantaged children achieving greater depth in Reading, Writing and Maths.
3	Lack of take-up of enrichment opportunities.
4	An increase in SEMH needs.
5	Lower attendance rates for PP pupils than Non-PP pupils over the 2021-2022 academic year.

## 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
To identify target areas for individual children and put specific plans in place to diminish gaps.	<ul style="list-style-type: none"> <li>PP Children will make rapid progress across all curriculum areas.</li> <li>Where PP children have low entry levels and/or SEND, the gap will diminish as a result of accelerated progress.</li> <li>Combined attainment of pupil premium children will reach national disadvantage figures at the end of KS2.</li> </ul>
To increase the % of disadvantaged children achieving Greater Depth in Reading, Writing and Maths.	<ul style="list-style-type: none"> <li>High attaining PP children will achieve Greater Depth</li> </ul>
To ensure that all children are able to access the full range of experiences linked to school and the curriculum.	<ul style="list-style-type: none"> <li>All disadvantaged children attend school visits.</li> <li>Disadvantaged children have the option to attend breakfast club.</li> <li>Disadvantaged children have the option to attend a residential visit in Year 6.</li> <li>After school opportunities are available.</li> </ul>
To target the SEMH needs of Pupil Premium children.	<ul style="list-style-type: none"> <li>Questionnaires and case studies show that children are happy in school.</li> <li>Drop ins and lesson observations show that children are engaged in their learning.</li> <li>Children will receive mental health and wellbeing support.</li> <li>Behavioural incidents for disadvantaged children will be in line with non-disadvantaged children.</li> <li>Children will demonstrate good emotional resilience and self-regulation skills.</li> </ul>
To achieve and sustain improved attendance for all pupils.	<ul style="list-style-type: none"> <li>Punctuality will be good.</li> <li>The overall absence rate for all pupils will be reduced.</li> <li>Pupil Premium children's attendance will meet the school's attendance target and be above National comparisons for Pupil Premium children.</li> <li>There will not be disparity between the attendance of disadvantaged and non-disadvantaged pupils.</li> <li>The number of pupils who are persistently absent will reduce.</li> </ul>

## Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £3,720

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality CPD for all teaching staff, including TAs through: - External training courses and feedback to staff -In-school training carried out during INSET days, staff meetings, TA meetings and during teaching time,	The EEF guide to Pupil Premium states that quality of teaching is the top priority in order to sustain pupil learning and achievement	1 & 2

through observation and role modelling, coaching and observation visits to other schools		
Training for new staff in the delivery of RWI phonics.	The effective implementation of a systematic, synthetic phonics programme (RWI) has a strong evidence base of raising outcomes in phonics and early reading. <i>EEF Toolkit</i>  Phonics has a positive impact overall (+5 months' progress) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.	1 & 2
Early Reading Leader released for coaching in the teaching of phonics (teachers and teaching assistants).	The Department of Education Reading Framework outlines the importance of all staff being expert teachers of reading.  <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf</a>	1 & 2

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

Budgeted cost: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deployment of TAs to allow maths to be taught as single year groups.	EEF(+3)  As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils.  We have analysed the needs of our mixed age classes and have identified that teaching maths to two, single year group classes would allow teachers to increase the amount of attention each child will receive.	1 & 2
Deployment of HLTA to support pupils in comprehension lessons in Year 3,4,5 and 6.	The teaching of reading comprehension strategies is proven to have very high impact (+6 months progress) for very low cost based on extensive research. <i>EEF Toolkit</i>  Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves.	1 & 2
Inclusion Champion deployed to target specific needs of	EEF (+4)  Small group tuition. Intensive tuition in small groups is often provided to support lower attaining learners or	1 & 2

disadvantaged pupils including PP and SEND.	those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills. DFE catch up funding criteria – schools should particularly focus on disadvantaged and vulnerable pupils as we know they have been most affected <a href="#">Recovery Funding Premium</a>	
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Weekly attendance monitoring. Half-termly attendance review of impact.	DFE – School attendance guide	5
Breakfast Club available free of charge	EEF evaluation report shows that breakfast clubs boost attainment. <a href="#">Magic Breakfast EEF</a>	3, 4 & 5
Cultural capital experiences promoted throughout the curriculum.	Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils. Sutton trust – parent power <a href="#">Parent Power - Sutton Trust</a>	3
Reduced cost or free access to after school clubs, trips and residential.	OFSTED research (2019) emphasis given to all pupils gaining cultural capital but especially those identified as pupil premium <a href="#">Ofsted Research</a>	3
Inclusion Champion employed to support children who are having difficulty accessing learning through behavioural issues.	Social and emotional learning has an impact of +4 months in the EEF Toolkit. Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil's interaction with others and self management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community	4

**Total budgeted cost: £23,720**

## 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.

Y1 Phonics - Our Y1 phonics results stood above LA and National at 82%. The percentage of PP children achieving the standard stood at 100% which was above LA and National.

KS1 - At the end of KS1 PP children performed above LA and National:

	School	Doncaster	National
PP Reading	100%	54%	52%
PP Writing	100%	45%	42%
PP Maths	100%	56%	52%
PP R/W/M Combined	100%	41%	37%

KS2 - At the end of KS2 PP children performed above LA and National:

	School	Doncaster	National
PP Reading	100%	58%	63%
PP Writing	100%	53%	56%
PP Maths	100%	52%	57%
PP GPS	67%	53%	59%
PP R/W/M Combined	100%	41%	43%

Our assessments and observations show that pupil behaviour, wellbeing and mental health continue to be a focus, particularly in KS1 due to the impact of COVID-19. The impact was particularly acute for disadvantaged 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.

In spite of this:

- Flexible break times has meant that children are supervised at all times by class teachers and/or teaching assistants. This has led to fewer behaviour incidents and resulted in children settling quickly to learning routines when back in the classroom.
- PP children are engaged in learning and are showing an increased level of resilience when completing more complex tasks, greater depth tasks.
- Close liaising between inclusion staff and class teachers has resulted in a sharper focus of pupils identified for support, which has been targeted at individual needs.

As well as the physical health benefits, school visits and residential trips have been proven to have a positive effect on children's self-esteem and confidence levels, thereby improving their emotional health and wellbeing.

Although overall attendance in 2021/22 was lower than in the preceding 2 years at 93.49%, it was higher than the national average. Attendance among disadvantaged pupils was 92.56%, 1.93% lower than their peers. This gap is larger than in previous years, which is why attendance is a focus of our current plan.

### 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
Whole Class Reading	ROSI and FORGE CPD
Maths Mastery and Greater Depth	JMAT and Maths HUB

Systematic Phonics Scheme	Read, Write, Inc
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**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?	Inclusion Champion deployed to target specific needs of Service Pupil Premium Pupils.
What was the impact of that spending on service pupil premium eligible pupils?	Pupils made progress towards achieving Greater Depth in Reading. They made progress in achieving expected or greater depth in maths and progress towards a good expected standard in writing.

**Further information (optional)**