

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	Hooton Pagnell All Saints
Number of pupils in school	83
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 2022/2023 2023/2024
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Laura Carr
Pupil premium lead	Laura Carr
Governor / Trustee lead	Ian Hutchinson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£25,520
Recovery premium funding allocation this academic year	£2,610
Pupil premium funding carried forward from previous years	£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	£28,130

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 and;
- 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, particularly for those children who didn't access home learning fully.
2	Disadvantaged children achieving greater depth in Reading, Writing and Maths.
3	Lack of enrichment opportunities during school closure and subsequent 'bubble' organisation.
4	An increase in SEMH needs since the onset of the pandemic.
5	Reduced attendance rates following the pandemic.

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

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: £5,000

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, through observation and role modelling, coaching and observation visits to other schools	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
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
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. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf	1 & 2

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

Budgeted cost: £5,130

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Deployment of TAs to allow maths to be taught as single year groups.</i>	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.	1 & 2

	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.	
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 disadvantaged pupils including PP and SEND.	EEF (+4) Small group tuition. Intensive tuition in small groups is often provided to support lower attaining learners or 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 Recovery Funding Premium	1 & 2

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

Budgeted cost: £18,000

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. Magic Breakfast EEF	3, 4 & 5
Cultural capital experiences promoted throughout the curriculum.	Oftsed research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.	3

	Sutton trust – parent power Parent Power - Sutton Trust	
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 Ofsted Research	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: £28,130

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 indicated that disadvantaged pupils' academic and wider development outcomes were in general below what was anticipated. Our assessment of the reasons for these outcomes points primarily to Covid-19 impact. This disrupted the teaching of all subject areas and had a negative impact on most pupils' development to varying degrees, particularly in limiting opportunities to progress social and communication skills and independence. We mitigated the impact on academic outcomes by our resolution to maintain a high-quality curriculum, even when pupils were not in school, via high-quality live lessons and pre-recorded resources such as those provided by Oak National Academy, White Rose Maths and Ruth Miskin Phonics. However, it was challenging to provide differentiated support to our pupils online. Our assessments and observations suggested that for many pupils, being out of school, challenges around access to support were detrimental to their academic progress. The impact of all of these challenges was greatest on our disadvantaged pupils, as has been evidenced across the country, and they were not able to benefit from our pupil premium funded improvements to teaching or targeted interventions to the degree that we intended.

Pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. 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.