

# Pupil premium strategy statement – Hensingham Primary School

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
School name	Hensingham Primary School
Number of pupils in school	140
Proportion (%) of pupil premium eligible pupils	35%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-22 2022-23 2023-24
Date this statement was published	November 2021 Revised November 2022 Revised September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Amanda Brotherhood
Pupil premium lead	Amanda Brotherhood
Local Advisory Board (LAB) member lead	Wendy Burnie

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£62,324
Recovery premium funding allocation this academic year	£7,250
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£69,574</b>

# Part A: Pupil premium strategy plan

## Statement of intent

As part of Cumbria Education Trust, we have a shared understanding with all the constituent collaborative colleagues and schools. It is a common aim and mission to ensure that we do all we can to enable every young person within our care to “Be the Best you Can Be”.

We will do this by having an unrelenting focus on how we can have the greatest impact upon improving the life chances of pupils at Hensingham Primary and across CET.

**Our overall intent is to:**

**Raise Standards, Opportunities and Aspirations within Hensingham and across all schools in the Trust**

**By:**

- Having inspirational teaching & learning
- Working collaboratively and innovatively, being outward facing
- Implementing a diverse and creatively rich curriculum, which is educationally and financially sound
- Having a culture that is open, honest and challenging
- Training and developing staff in a way that is relevant, accessible and that embraces digital technology
- Having clear lines of accountability
- Having and nurturing great leaders at all levels across school and across the organisation
- Understanding and learning from stakeholder feedback

**In order to:**

- Improve the educational provision (and, in turn, outcomes) for all students
- Create a memorable and solid foundation for lifelong learning
- Improve the life chances of disadvantaged students

## Challenges

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

Challenge number	Detail of challenge
1	PP children typically start school having little prior awareness of number; this has an impact on their ability to keep up with their NNP peers in maths from the outset.
2	Poor spelling has an impact on writing standards across the school.
3	The percentage of PP children achieving expected & GD in their learning in Maths and English is below National comparison figures.
4	Low starting points on entry, especially with oral language skills, which impacts reading and writing.
5	Attendance and safeguarding issues impact more heavily on PP children in school than NPP; these issues contribute to significant barriers to progress for PP children.
6	Social and emotional barriers to learning of Pupil Premium children have widened.

## 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
Number skills to be improved.	PP children will close gaps in their number knowledge and make good or better progress in maths.
Spelling knowledge will be secure for all PP children allowing them to improve writing.	Children will achieve in line with national standards. Improvement in spelling scores across all year groups.
Percentages of PP children attaining EXP and GD at the end of key stages will significantly increase.	Achievement of EXP and GD
To develop oral language and vocabulary skills throughout the school.	PP to make rapid progress in oracy, which can be further demonstrated in written work.
Attendance will at least be in line with national averages with PA reducing by at least 50%	Attendance improves which impacts on progress. PA's will reduce to levels comparable with non PP peers; this will impact on access to the curriculum and progress.
Children need to be able to access their learning without their emotional needs preventing them.	PP pupils will start the day positively and make better progress as a result. Children will attend regularly and have a positive attitude to school.

## 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: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching – staff training/CPD programme continues to target strategies that improve QFT for all learners.	QFT is paramount to close the gaps between learners. Teaching all children through differentiated lessons, using AfL, questioning and well-planned lessons will support children’s learning and progress. <i>Effective Professional Development EEF report</i>	1,5
Continue to share practice of feedback strategies across the school through T&L briefings, CPD, book scrutiny highlighting good practice and areas of weakness.	EEF teacher toolkit consistently has feedback with most impact. “Feedback studies tend to show very high effects on learning...In general, research-based approaches that explicitly aim to provide feedback to learners, such as Bloom’s ‘mastery learning’, also tend to have a positive impact”.	1, 2, 3
Training an ELSA for school (Emotional Literacy Support Assistant).	ELSA and ELMS to be made available to address issues as soon as they occur. Support with self-regulation strategies to enable children to show positive learning behaviours. ELSA support to be available for families at TAC meetings. <i>Social &amp; Emotional learning EEF Report</i>	1,2,3,4,6,7

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

Budgeted cost: £24,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To have 1:1 small group and focussed interventions to deliver targeted support based on the assessment of need and enhance QFT.	According to the EEF’s report ‘The Attainment Gap’ 2017: “ <i>Targeted small groups and one-to-one interventions have the potential for the largest immediate impact on attainment.</i> ” Robust, specific time-managed interventions with high quality staff will address specific needs identified through ongoing assessment. Use of support staff to split classes where	1,2,3,5

	appropriate to allow class teachers to deliver high quality effective interventions to individuals and small groups.	
To have targeted interventions for reading.	RWI – 1:1 reading intervention daily within school for selected children. Children identified for KS2 reading interventions. To buy and training staff to deliver 'Fresh Start' tutoring for Yr4/5 & 6 children.	1,2,4,5,6
To have targeted interventions for Maths for KS1 & KS2	To train staff and implement KIRFs across KS1 and 2 to enable children to become quicker at recalling facts.	1,2,4,5,6
To use the National Tutoring Program to provide targeted tutoring for identified children affected during the pandemic or mental health issues.	Research has found that disadvantaged pupils have been the worst affected by partial school closures. Small group and 1:1 tuition show +4 or +5 months progress.	1,2,3,4,5,6,7

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

Budgeted cost: £25,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
To reduce PA figures for PP and FSM children.  Assistant to Senco/EWO x1 day a week	If children attend school regularly then they will achieve more.  Parental engagement through meetings and rewards.	1,2,4,7
SEMH morning/breakfast groups to support children with PP and mental health issues.  TA x 5 hours a week  HLTA 1 ½ day a week	Identified children to start the day with breakfast and a chat. SEMH approaches work and help for some children who have anxiety. Some children struggle to come into school. Some children are not ready for learning, so they need time to reset for the morning.  Lego Therapy – Training and daily sessions for identified children.  ELSA intervention	1,2,4,7
To have parent workshops to inform and teach strategies used in school. To communicate effectively with parents.	To communicate effectively with parents of PP eligible pupils. PP provision maps completed for each child in school outlining the targeted support they receive.	1,2,4,7

	Meetings with parents throughout the year to discuss progress.	
--	--	--

**Total budgeted cost: £ 74,500**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Our spending was adapted to provide the support required for children who had developed more gaps in learning due to school closures from Covid. This included the provision to support extra tuition for children in year 6 – topping up the national tuition funds, extra KS2 pupils support packages and interventions for disadvantaged and SEND pupils. Funds were predominantly spent on increasing staff capacity to ensure regular delivery of interventions. In summary:

- Interventions to support the delivery of the curriculum – including maths interventions, one to one support, reading support and the continuation of AAPs.
- Social, emotional and behavioural strategies – including family support work, one to one provision packages, and emotional wellbeing groups
- Actions focused on enrichment beyond the curriculum – including extracurricular trips and visits which were provided for every year throughout the Autumn and Summer Terms;
- Actions focused on families and communities – including family support work, outside agency support, community-based initiatives.
- Actions focused on clear data tracking and targeted intervention for pupils – including data reviews, and pupil progress meetings;
- Actions focussed on improving early language skills, including additional training and re-sourcing.

#### **Impact in 2022-23**

- More children engaged in wider opportunities
- All children received a free outdoor Ed day
- Development of the curriculum

