

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 | Hampton Vale |
| Number of pupils in school | 578 |
| Proportion (%) of pupil premium eligible pupils | 20% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | September 2021 - August 2024 |
| Date this statement was published | September 2021 |
| Date on which it will be reviewed | September 2022 |
| Statement authorised by | Paula Page |
| Pupil premium lead | Amy Wright |
| Governor / Trustee lead | David Whiles |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £197,715 |
| Recovery premium funding allocation this academic year | £20,445 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £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 | £218,160 |

Part A: Pupil premium strategy plan

Statement of intent

As a school we are committed to raising the achievement for pupils who are eligible for Pupil Premium and understand that many of these pupils must make accelerated

progress compared to non-eligible pupils to achieve this. We, as a school, are able to determine how best to use the Pupil Premium grant to support pupils and raise education attainment; we create an overall package of support aimed to tackle a range of barriers as specified in the PP spending plan attached. Early intervention is vital. Without skills, knowledge and expertise in the core subjects there would be a barrier to accessing the full curriculum.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Weak language and oracy skills |
| 2 | Low phonics ability on entry |
| 3 | Lack of experiences |
| 4 | Social and emotional barriers to learning |
| 5 | Disadvantaged children have less experience of outdoor learning |
| 6 | Parents of disadvantaged children can be less engaged in the education system |
| 7 | The gap between disadvantaged and non-disadvantaged has the potential to widen as they go through school |

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 |
|---|---|
| Rapid progress within phonics | Phonics Screening results are above National Average |
| Progress in Reading | Achieve National Average progress in KS2 SATs |
| Progress in Maths | Achieve National Average progress in KS2 SATs |
| Progress in Writing | Achieve National Average progress in KS2 Teacher Assessments |
| Increase outdoor adventurous activities for children | Children have more opportunities to access outdoor learning and take part in collaborative learning opportunities |
| Increase opportunities to engage parents in their children's learning | Increased parental engagement attendance for school events |

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|--|---|
| | Increased attendance for disadvantaged children |
|--|---|

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: £60,000

- CPD from Assistant Principals (70%) - £39,702
- CPD from Core Subject Lead (30%) - £17,114
 - Total so far: £56,816

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <i>Curriculum CPD for staff focussed mainly on writing</i> | Supporting high quality teaching is pivotal in improving children's outcomes therefore designing and promoting effective continuous professional development (CPD) plays a crucial role in improving classroom practice and pupil outcomes. EEF - Characteristics of effective teacher professional development. | *1,2,7 |
| <i>Teaching Assistant Development programme - Internal CPD</i> | Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching EEF - Teaching Assistant Interventions | 1,2,7 |
| <i>Mastery Learning CPD for all staff and support in lessons and planning sessions</i> | Mastery learning was originally developed in the 1960s. According to the early definition of mastery learning, learning outcomes are kept constant but the time needed for pupils to become proficient or competent at these objectives is varied. EEF Mastery Learning | 1, 7 |
| <i>CPD for assessment for learning and quality feedback in lessons</i> | Feedback has effects across all age groups. Research in schools has focused particularly on its impact on English, | 1, 7 |

| | | |
|--|--|------|
| | mathematics and, to a lesser extent, science. EEF Feedback | |
| <i>CPD for staff on how to engage the children in their learning. How to help pupils think about their own learning more explicitly.</i> | Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress. These strategies are usually more effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion. EEF - Metacognition and self regulation | 1, 7 |

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

Budgeted cost: £105,000

- *Teaching Assistants Salaries (20%) - £86,240*
- *Forest School Staffing (20%) x2 - £10,050*
- *Tuition Cost to School - £5,265*
 - *Total so far: £101,555*

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <i>Teaching Assistants used across the school especially with the lower years in order to support children's learning and independence.</i> | Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key. EEF Teaching Assistants | 1, 2, 4, 7 |
| <i>Employing staff for our Forest School to improve the quality of the opportunities for outdoor learning</i> | Outdoor adventure learning studies report wider benefits in terms of self-confidence and self-efficacy. https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/ | 1,3,5 |
| <i>Small group tuition and 1:1 tuition for lower ability disadvantaged children</i> | Small group tuition has an average impact of four months' additional progress over the course of a year. EEF - Small Group Tuition One to one tuition approaches can enable pupils to make effective progress by providing intensive, targeted academic | 1,2,7 |

| | | |
|--|--|--|
| | support to those identified as having low prior attainment or at risk of falling behind. EEF - One to One Tuition | |
|--|--|--|

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

Budgeted cost: £50,000

- *Inclusion Staff (30%) x3 - £31599*
- *Attendance Officer (3 days per week) - £13,509*
- *Learning Therapist - £3240*
 - *Total so far: £48,348*

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <i>Supporting families from disadvantaged backgrounds through SEMH interventions</i> | SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. EEF Social and Emotional Learning | 4 |
| <i>Engage parents in their child's learning by offering a wide range of opportunities to support their child's learning and wellbeing.</i> | The association between parental engagement and a child's academic success is well established and there is a long history of research into parental engagement programmes. EEF Parental Engagement | 6 |
| <i>Encourage improved attendance through Inclusion Team support, the attendance officer and parental engagement</i> | The report shows a gradual decrease in KS2 achievement as overall absence rates increase. Specifically, pupils with the lowest 5% of overall absence rates are 1.4 times more likely to achieve a pass or above in reading and maths tests and 3.3 times more likely to achieve greater depth in reading and maths tests than pupils with the highest 5% of overall absence rates. DfE - The link between absence and attainment at KS2 | 2,7 |

Total budgeted cost: £215,000

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.

See last year's reviewed plan for further information.

Review of Impact 2020-2021:

No external data was reported this academic year due to the covid-19 school closures. Below is an overview of testing provision in place/not in place and outcomes.

| Key Milestones (2020-21) | External Data | Internal provision | Outcomes of internal provision |
|---|---|--|---|
| GLD at the end of reception | Not reported to the LA | Still carried out internal assessments of all Reception children. See below. These were reported to parents. | GLD 52% PP 36% |
| Year One Phonics Screening | Did not take place. This will take place in Autumn 21/22 instead. | No internal replacement as the assessment has been postponed. | ----- |
| Year Two Phonics Screening (delayed testing from June 2020) | Did take place in December. 89% passed. PP 24% passed. | ----- | ----- |
| End of KS1 SATs/Data submission | Did not take place | Internal equivalent took place using previous SATs papers. See below. | ARE+ Read - 79% (GD 16%) PP 57% (GD 0%) Write - 67% (GD 10%) PP 52% (GD 0%) Maths - 83% (GD 20%) PP 67% (GD 0%) |

| | | | |
|-----------------|--------------------|---|---|
| End of KS2 SATs | Did not take place | Internal equivalent took place using previous SATs papers. See below. | ARE+ Read - 73% (GD 34%) PP 65% (GD 15%) Write - 52% (GD 16%) PP 50% (GD 12%) Maths - 64% (GD 16%) PP 65% (GD 8%) |
|-----------------|--------------------|---|---|

Pupil Premium comparison from 2018/19- 2020/21

(Percentages in brackets represent the attainment of greater depth)

| KS2 results | 2018/19 | 2018/19 PP | 2020/21 | 2020/21 PP |
|-------------|----------------------|------------|----------------------------|------------|
| Reading | ARE+ 57% (15%) | 28% (6%) | ARE+ 73% (23%) | 65% (19%) |
| Writing | ARE+ 67% (12%) | 28% (0%) | ARE+ 52% (10%) | 50% (12%) |
| Maths | ARE+ 66% (23%) | 44% (17%) | ARE+ 64% (14%) | 65% (8%) |
| Combined | ARE+ 47% (8%) | 22% (0%) | ARE+ 48% (9%) | 23% (0%) |
| KS1 results | 2018/19 | 2018/19 PP | 2020/21 | 2020/21 PP |
| Reading | ARE+ 57% (16%) | 18% (0%) | ARE+ 79% (16%) | 57% (0%) |
| Writing | ARE+ 56% (15%) | 18% (0%) | ARE+ 67% (10%) | 52% (0%) |
| Maths | ARE+ 61% (15%) | 18% (0%) | ARE+ 83% (20%) | 67% (0%) |
| | <i>External data</i> | | <i>Internal unreported</i> | |

Key Headlines:

- Attainment of PP children has risen significantly in both KS1 and KS2 in all areas.
- Other than KS2 maths, PP are still not performing in line with their peers, although the gap has significantly decreased.
- Attainment of PP children still needs to increase across all subjects and will be

addressed as a key area in the 21/22 SIP.

- Number of children achieving greater depth needs to increase significantly, particularly in KS1
- Greater depth PP children in KS2 writing marginally outperform their peers
- PP children underperformed in their year 2 phonics screening and this must be addressed during year 3
- PP attainment in Reception is well below what we would expect

Our outcomes were undoubtedly disrupted by the covid-19 impact. As evidenced in schools across the country, school closures were detrimental, particularly for disadvantaged children. The impact of the pandemic has been mitigated as far as possible through our high quality remote learning offer.

Overall attendance for last year was 96.66% including children's access to remote learning during the Spring school closure. Pupil Premium children's attendance was 94.58%. This is compared to the attendance levels of 96.12% between September 2019 and March 2020 for the whole cohort and 94.54% attendance for PP children. Although our aim of 97% attendance target has not been reached, attendance has remained high throughout the year despite the challenges of the pandemic. Attendance remains a high priority in this year's pupil premium plan.

Our assessments and observations indicated that the well-being and mental health of our children was significantly impacted since the start of the pandemic, particularly for our pupil premium children. We used pupil premium funding to provide support for all children but also targeted interventions for those who needed it. Domestic violence has impacted a significant number of our children at some point (many over the pandemic) and as a result we have implemented our Hampton Vale Domestic Abuse Action Plan ensuring regular contact with families as well as support in school for impacted children. This continues to be a high priority on this year's 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 |
|-----------|----------|
| Lexia | |
| | |

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? | |
| What was the impact of that spending on service pupil premium eligible pupils? | |

Further information (optional)

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