

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	Hethersett Woodside Primary and Nursery School
Number of pupils in school	419
Proportion (%) of pupil premium eligible pupils	13.7%
Academic year/years that our current pupil premium strategy plan covers	2021/2022
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Jem Brereton, Headteacher
Pupil premium lead	Sam Carter, Deputy Head
Governor / Trustee lead	???

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£60 346
Recovery premium funding allocation this academic year	£12 500
Tutoring funding allocation this academic year	£5 000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£44 093
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	£121 939

Part A: Pupil premium strategy plan

Statement of intent

“Growing Life Long Learners who care, share and shine!”

As a school community, we are committed to ensuring that every child is valued, cared for and given every opportunity to reach their full potential.

Our aim is to ensure that children eligible for the Pupil Premium Grant make accelerated progress as they move through the school. We recognise that excellent teaching is the most important lever schools have to improve outcomes for disadvantaged students and therefore aim to offer an education that is meaningful, purposeful and relevant, which develops enquiring minds and essential skills for life. We will have succeeded if our students show readiness for learning, readiness for life and are given the chance to achieve the best results possible.

Overcoming barriers to learning is at the heart of our Pupil Premium Strategy. We use evidence-informed research to make decisions on the best approaches for all of our students. Details of how we do this using a tiered approach can be found in this Pupil Premium Strategy. Setting priorities is key to maximising the use of the PP funding which include:

- Ensuring all students have access to High Quality Teaching and Learning in every lesson.
- Closing the attainment gap between disadvantaged pupils and their peers.
- Providing targeted academic support for pupils who are not making the expected progress.
- Addressing non-academic barriers to attainment such as attendance, behaviour, mental health and adverse childhood experiences/trauma.
- Ensuring that the Pupil Premium Funding reaches the students who need it most.
- Working with parents to ensure that children have the necessary resources for learning and are given opportunities to participate in extra-curricular activities.

Challenges

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

Challenge number	Detail of challenge
1	<p><u>Loss of Learning: impact of Covid</u></p> <p>Our assessments and observations indicate that the education of many of our disadvantaged pupils have been impacted by partial school closures during Lockdowns and higher levels of absence, to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.</p> <p>Reading and writing levels are low for children at the start of Reception, with some children entitled to Pupil Premium having significantly lower attainment in Reading and Writing compared to the rest of their cohort.</p>
2	<p><u>Oral language skills: impact of Covid</u></p> <p>Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to Key Stage 2, and in general, are more prevalent among our disadvantaged pupils than their peers. Our assessment on entry to the Foundation Stage shows some children have poorly developed communication skills, and some children have poor personal, social and emotional development.</p>
3	<p><u>Behaviour: Social and Emotional Needs, Sensory Support and Mental Health and Wellbeing</u></p> <p>Our observations indicate that the mental wellbeing of many of our disadvantaged pupils have been impacted by partial school closures during Lockdowns and higher levels of absence, to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>For our youngest children (Nursery and Reception) we have seen difficulties with attachment for children new to school as well as children's emotional wellbeing.</p>
4	<p><u>Phonics and Early Reading:</u></p> <p>Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p>
5	<p><u>Mathematics:</u></p> <p>Internal assessments indicate that Mathematics attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p>
6	<p><u>Attendance:</u></p> <p>Our analysis of data indicates that the punctuality and attendance is below the national average, particularly those of disadvantaged pupils.</p>
7	<p><u>Learning Beyond the Classroom;</u></p> <p>Assessments and observations suggest disadvantaged pupils generally have greater difficulties with social and emotional needs than their peers. This negatively impacts their readiness to learn and time in class.</p>

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
<p><u>Loss of Learning</u></p> <p>To provide a curriculum which covers learning missed in previous academic years.</p>	<p>End of Key Stage 1 results in 2022 to be in line with national average or above.</p> <p>Internal data for other year groups in Key Stage 1 and 2 show a higher percentage of children working at the expected standard for their age.</p> <p>Internal data shows a closing of the gap between PP and non-PP pupils across Reading, Writing and Maths.</p>
<p><u>Oral language skills</u></p> <p>Improved oral language skills and vocabulary among disadvantaged pupils.</p>	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p>
<p><u>Behaviour:</u> Social and Emotional Needs, Mental Health and Wellbeing</p> <p>To enable those children with emotional and behavioural difficulties to receive targeted interventions to reduce behavioural incidents and to ensure that they make progress in their learning.</p> <p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Assessments and observations indicate improved behaviour among disadvantaged pupils with social and emotional and/or behavioural needs. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p> <p>There will be a reduction in the number of behavioural incidents compared to the previous academic year.</p> <p>These pupils will make progress in their learning.</p>
<p><u>Phonics and Early Reading:</u></p> <p>Improved reading attainment among disadvantaged pupils.</p>	<p>Year 1 Phonics results in 2022 to be in line with national average or above.</p> <p>Year 2 Phonics results in 2022 to be in line with national average or above.</p> <p>Internal data shows a closing of the gap between PP and non-PP pupils in Mathematics.</p>
<p><u>Mathematics:</u></p> <p>Improved maths attainment for disadvantaged pupils at the end of KS2.</p>	<p>For there to be a consistent approach throughout the school to support teaching in Key Stage 1 and 2.</p> <p>For children's progress and attainment in number/Maths to be national average or better.</p> <p>Internal data shows a closing of the gap between PP and non-PP pupils in Mathematics.</p>

Intended outcome	Success criteria
<p><u>Attendance:</u></p> <p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Attendance data for disadvantaged pupils will be in line with non-disadvantage.</p>
<p><u>Learning Beyond the Classroom:</u></p> <p>To enable all disadvantaged pupils to access the same provision and extra-curricular opportunities as their peers.</p>	<p>Disadvantaged pupils will be able to attend after school clubs and participate on school trips.</p>

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: £23 000

Activity	Evidence that supports this approach	Cost	Challenge number(s) addressed
<u>Investment in Power Maths</u> We will use the scheme to develop consistency of approach to teaching of Maths across the school.	Power Maths uses a Mastery philosophy. Mastery Learning EEF Potential Impact: +5 months	£0 this academic year	1, 2
<u>Investment in Manipulatives</u> We will invest in the manipulatives used for the teaching of Mathematics. Key manipulatives will be selected for each area of the curriculum, chosen for the unique Mathematical structure it uncovers. All classes from Reception to Year 6 will be provided with trays of these manipulatives (linked primarily to the Number strands of the National Curriculum) – these will be placed on tables for children to access during every Maths lesson. There will also be class sets of manipulatives bought for other strands in the National Curriculum, to be stored centrally, for teachers to access when needed. Staff will be provided with CPD on the CPA approach and how these manipulatives can be used.	Barmby <i>et al</i> (<i>Primary Mathematic: Teaching for Understanding, 2009</i>) highlight's how the structures of different representations often emphasise distinct aspects of the concept. Therefore, by using a range of representations, each with its own inherent structure, a developing understanding of a mathematical concept takes place. The EEF has used the best available evidence to provide some recommendations that will impact the development of maths skills of 3-7 year olds. <ul style="list-style-type: none"> Recommendation 3: use manipulatives and representations to develop understanding. EEF Improving Mathematics in the Early Years & Key Stage 1 Furthermore, the EEF has made recommendations for Key Stage 2 where there are research findings that can be used to make a significant difference in pupils' learning. <ul style="list-style-type: none"> Recommendation 2: use manipulative and representations. EEF Improving Mathematics in Key Stage 2 and 3	£23000	1, 5

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

Budgeted cost: £76 100

Activity	Evidence that supports this approach	Cost	Challenge number(s) addressed
<p><u>Loss of Learning</u></p> <p>We will provide time for teaching assistants to deliver high quality, evidence based intervention, including therapies from PiXL.</p>	<p>There is evidence that teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key. Target deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact.</p> <p>Teaching Assistant Intervention EEF</p> <p>Potential Impact: +4 months</p> <p>There is moderate evidence to show targeting specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. The PiXL approach enables teachers to be forensic in their small group tuition.</p> <p>Small Group Tuition EEF</p> <p>Potential Impact: +4 months</p> <p>Extensive evidence has shown that carefully tailored activities to pupils' reading capabilities has a very high impact on progress.</p> <p>Reading Comprehension Strategies EEF</p> <p>Potential Impact: +6 months</p>	£67 000	1, 4, 5

Activity	Evidence that supports this approach	Cost	Challenge number(s) addressed
<p><u>NELI</u></p> <p>Training for staff to ensure the programme is delivered correctly.</p> <p>We will fund teaching assistant time to carry out the programme.</p>	<p>This is a DfE recommended catch up approach.</p> <p>There is strong evidence to show that early intervention has great potential to narrow the attainment gap, and those on this programme made additional progress in their language skills compared to their peers.</p> <p>Nuffield Early Language Intervention EEF</p> <p>Potential Impact of 30-week version: +4 months</p>	£2500	1, 2, 4
<p><u>Mastering Number Programme</u></p> <p>We will fund release time for lead teachers in Reception, Years 1 and 2 to take part in training from the NCETM and Maths Hub to ensure staff have a secure subject knowledge of the principles that underpin the programme.</p> <p>Teachers will implement the programme in a dedicated time outside of the normal Maths lesson</p>	<p>The EEF has used the best available evidence to provide some recommendations that will impact the development of maths skills of 3-7 year olds.</p> <ul style="list-style-type: none"> • Recommendation 1: the need to develop practitioners' understanding of how children learn mathematics. • Recommendation 2: there should be dedicated time to focus on mathematics each day. <p>EEF Improving Mathematics in the Early Years & Key Stage 1</p>	Supply cost: £500	1, 5
<p><u>Tutoring</u></p> <p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</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>Potential Impact: +5 months</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>Potential Impact: +4 months</p>	£5000	1, 4

Activity	Evidence that supports this approach	Cost	Challenge number(s) addressed
<p><u>Life Experiences</u></p> <p>We will provide funding to support families who are not able to access after school clubs due to financial constraints.</p> <p>We will subsidise school trips so all children have equal access.</p>	<p>Evidence shows that pupils from disadvantaged backgrounds have less life experience opportunities. Household financial pressure can be one of the factors that account for this.</p>	<p>Uniform: £100</p> <p>Subsidised school trips: £1000</p>	6, 7

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

Budgeted cost: £23000

Activity	Evidence that supports this approach	Cost	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve release time for staff to develop and implement new procedures:</p> <ul style="list-style-type: none"> • A named member of staff will be responsible for first day calling • Meet with parents to offer support. 	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>First day calling: £1000</p>	6 with impact for the rest

<p><u>Behaviour:</u> Social & Emotional Needs</p> <p>We will provide a member of staff who can devote time to develop and support children's emotional, social and behavioural needs and to support the pupils through difficult times, e.g. transition or family difficulties.</p> <p>We will provide extra MSA support at lunchtimes.</p> <p>We will resource games and other indoor activities for pupils to access.</p> <p>We will invest in further copies of The Zones of Regulation and other resources.</p>	<p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils.</p> <p>Social and Emotional Learning EEF</p> <p>Potential Impact: +4 months</p> <p>There are some indications that my embedding self-regulation strategies into early years teaching is likely to be particularly beneficial for children from disadvantaged backgrounds.</p> <p>Self-regulation Strategies EEF</p> <p>Potential Impact: +5 months</p> <p>There is extensive evidence. However, there is some evidence to suggest that disadvantaged pupils are less likely to use metacognition and self-regulatory strategies without being explicitly taught these strategies.</p> <p>Metacognition and Self-Regulation EEF</p> <p>Potential Impact: +7 months</p>	<p>Staff Cost (Nurture): £1500</p> <p>Cost: £11000</p> <p>Cost: £550</p> <p>Zones of Regulation Cost: £500</p>	<p>3 with impact for 1, 4 & 5 as pupils will be ready to learn</p>
<p><u>Behaviour:</u> Sensory Needs</p> <p>We will resource a Sensory Circuit and provide a member of staff to facilitate.</p> <p>We will resource fiddle boxes for each class.</p>	<p>The EEF has offered five evidence-based recommendations to support pupils with SEND. Within our school a number of disadvantaged pupils have SEND.</p> <ul style="list-style-type: none"> Recommendation 1: Create a positive and supportive environment for all pupils without exception. An inclusive school removes barriers to learning and participation. It promotes the wellbeing for all pupils. <p>Special Educational Needs in Mainstream Schools EEF</p>	<p>Sensory Circuit Staff cost: £1000 Resources: £4200</p> <p>Fiddle Boxes Resources: £3000</p>	<p>3 with impact for 1, 4 & 5 as pupils will be ready to learn</p>

Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	£250	All
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Total budgeted cost: £122 100

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 in-school assessment and monitoring for the academic year 2021/2022 suggests that disadvantaged pupils have fallen further behind than their peers, as a direct result of the COVID-19 pandemic. The impact was seen most strikingly in reading, with approximately 32.8% of pupils in receipt of Pupil Premium Funding working at, or above, the age related standard. This is compared to 38.5% of their peers.

During the Lockdown, some of the impact was reduced by disadvantaged pupils receiving access to technology and in some cases, enabling them to join the key worker children in school.

The attendance gap between our disadvantaged pupils and their peers has decreased compared to that from the academic year 2019/2020. For the academic year 2020/2021, attendance for our disadvantaged pupils stood at 90.4% compared to 93% for non-disadvantaged. A number of pupils across the school experienced high levels of anxiety on returning to school after the pandemic, leading to school refusal, poor attendance and late arrival at school. The use of teaching assistants to meet and greet these children was effective in reducing the impact of anxiety.

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
Power Maths	Pearson
White Rose Maths	White Rose Maths
Times Tables Rock Stars	Maths Circle Ltd
Espresso Online	Discovery Education

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)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.