

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	St Hilary School
Number of pupils in school	241
Proportion (%) of pupil premium eligible pupils	17.9
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22
Date this statement was published	20 December 2021
Date on which it will be reviewed	31 November 2022
Statement authorised by	Rob Hamshar
Pupil premium lead	Michelle Brant
Governor / Trustee lead	Erika Hewett

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£40,000
Recovery premium funding allocation this academic year	£6,251 including national tutoring program
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 4646- set aside for Ipad leasing
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	£50,897

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

Our ultimate aims for all pupils, irrespective of their background is that they achieve their potential and achieve expected progress and attainment in all areas. We are aspirational for all, which extends to all PP children including those that are higher achieving - and through group provision maps we monitor if they are being challenged and stretched enough and if all PP children are making expected (or above) progress. We want all pupils to have access to a wide range of experiences and increase their cultural capital. Therefore with the lifting of Covid-19 restrictions our aim is to run two London trips this year in both Year's 5 and 6, to make up for the lost opportunities in the pandemic; we will support access for all pupils. We also encourage and support pupils to access instrumental music lessons and the wide range of clubs that are free to all in school.

High quality first teaching is at the heart of our school; we have high expectations for all and ensure children have access to a broad enriching curriculum through our project based curriculum. The intent is that outcomes for all pupils increase this year, with the aim of narrowing the gap for the PP children.

Our use of catch-up funding has ensured that there are now 1:1 I pads across KS2 and 1:3 or 1:4 in the infant classes, with funding also allocated for specialise Apple staff training to ensure they have impact on learning across the curriculum.

We will also be using catch-up funding to employ a specific tutor for small groups/ individuals who were adversely impacted by lockdown and did not make the progress they should have. Throughout the year these will be targeted to match specific cohorts and individuals after they have settled back into learning and their further progress has been tracked through the Autumn term.

As a Trauma Informed School (TIS), we will also track children's emotional well-being across the school. Our nurturing approach is seen at the class level and where individual support is needed pupils will be assessed using the Boxall profile, so that support can be effectively targeted and monitored, by the schools 3 TIS practitioners.

Challenges

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

Challenge number	Detail of challenge
1	Writing – Data from 2020-21 indicate low outcomes compared to non-PP group. PP – 59% expected compared to 70% non-PP The two year-groups causing greatest concern are Year 2 (63%) and Year 5 (61%).
2	Maths – Data from 2020-21 PP – 53% expected - 17% lower than non-PP peers. Want to decrease this gap.
3	Observations after return to school show concern in limited children's oracy skills and the impact this has across the curriculum.
4	Y1 phonics data- want to decrease the gap between PP and non PP, so there is a reduction in within school variation. (No phonics data from last year)
5	Reading: Last national data 2018-19: identified within school variation of 40% between PP and Non-pp in KS2 reading SAT. Want to ensure equity in reading progress and achievement: develop teaching of phonic skills in spelling lessons across the whole-school and embed strategies for whole-class teaching of reading skills, building on work from last year.
6	Concern for children's emotional well-being after the return to school after lockdown- observed that interactions for many were more challenging as they had not many experiences of this.
7	Attendance data from 2020-21 shows that PP children's attendance was 94.3% compared to 97.1 %, the impact this has on them missing education is significant and contributes to the gap in attainment for PP children.

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
Improved writing attainment among disadvantaged pupils. Reduce the gap in writing outcomes between PP and non PP. From English action plan: Continue the development of children's writing ensuring that children reach their age-related expectations, catching-up following COVID 19 and increasing cohesion within English	Aiming for the gap between the PP group and the non PP to be narrowed. (There is currently a 11% gap)

Improved maths attainment among disadvantaged pupils. Reduce the gap in maths outcomes between PP and non PP.(alongside other disadvantaged- SEN pupils)	Aiming for the gap between the PP group and the non PP to be narrowed. (There is currently a 17% gap)
Inclusion of Oracy in SIP- Priority 3: Establishing oracy as a 'golden thread' to achieving excellence throughout the curriculum.	From SIP:- Greater teacher-confidence in building a dialogic classroom (and school) - Progression of skills established - Oracy focus included on all curriculum action plans - Learning environments promote the significance of oracy in all subject areas
Introduction of NELI this year in Reception, so see improved phonics data including these children.	Impact of NELI on individuals phonics in the program so that all children involved in the program make expected progress.This should be seen in their phonics progress in EYFS and in Y1 in the long term.
Equity in reading progress and achievement: develop teaching of phonic skills in spelling lessons across the whole-school and embed strategies for whole-class teaching of reading skills, building on work from last year	Aiming for the gap between the PP group and the non PP to be narrowed. (There was a 40 % gap in last Y6 SATS)
Children have positive, more confident interactions with each other and are supported in social skills groups which are either classroom based and/ or facilitated by the 3 TIS practitioners. Increased level in anxiety for a number of pupils.	Increase in confidence in interactions for individual pupils, tracked by class teachers and for those in TIS sessions, using their Boxall profiles. Children feel confident enough to participate fully in school life including in clubs, sporting activities and school trips. Reduced incidents of conflict for some pupils at playtimes/ lunchtimes. Also monitored through pupil voice.
Pupils who are not attending school at the level they should are effectively monitored and targeted by the Head and attendance clinics are in place with EWO to facilitate overcoming barriers for these pupils, through a sequence of letters to parents and attendance clinics when needed.	Attendance data shows that PP data is more in line with Non-PP. Increase in attendance for targeted pupils.

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: £34, 787

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Writing: From English action plan- Continue the development of children's writing ensuring that children reach their age-related expectations, catching-up following COVID 19 and increasing cohesion within English by:</p> <ul style="list-style-type: none"> -the introduction of a new approach to spelling (re. Jane Considine) to utilise phonics throughout KS1 and KS2 and put more emphasis on learning how words work, rather than focusing on a weekly test (MAT-wide) -implementing MAT-wide schedule of writing moderation to ensure consistency of assessment judgements and formation of a strong primary English leadership team -reviewing the planning process in English (following the introduction of WCR) to promote lesson/unit design with clearer intent, greater cohesiveness and coverage of all aspects of the English curriculum (handwriting, SPaG, Oracy, writing) 	<p>The EEF research reviewed the best available international research and consulted experts to arrive at key principles for effective literacy teaching. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	1,4
<p>Maths: From maths action plan- <i>To improve the attainment and progress rates of identified key groups in Maths by:</i></p> <ol style="list-style-type: none"> 1. Provision maps (IPMs) to clearly target children who are making slow progress – are targets SMART? Are interventions realistic and have impact? Use EEF toolkits to inform. 2. Maths resources procured to ensure the teaching of CPA approach is developed effectively. 3. TT Rockstars assembly – promoting fluency in times tables using 1-1 iPads in the classroom 	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf publishing.service.gov.uk</p> <p>The EEF guidance is based on a range of the best available evidence:</p>	2

<ol style="list-style-type: none"> 4. SLT – carry out learning walk based on behaviour for learning, engagement and oracy. 5. PDM to promote sentence stems and use of oracy for developing reasoning skills (including teacher pedagogy) 6. Update parents on the priorities of maths via newsletter (TT Rockstars / Action Plan) 7. Maths Leader monitoring- book looks (SEN, PP) to ascertain current standards in teaching and learning 8. Introduce new end of term White Rose assessments in line with Ludgvan/Leading Edge MAT – only assessing what has been taught rather than whole maths curriculum. 9. Analyse data–What benchmarks are needed for WTS/EXS/GD. Is there an increased gap between PP and non PP? 	Improving Mathematics in Key Stages 2 and 3	
<p>Oracy -From Priority 3 of SIP</p> <ul style="list-style-type: none"> - Increase teachers' knowledge and skills, and facilitate the development of dialogic classrooms, teaching children to become more effective speakers and listeners and empowering them to better understand themselves, each other and the world around them. - Empower the children to find their voices, giving them opportunities for greater social mobility and success in education and life in general - Improve outcomes for all across the curriculum – reading, writing, vocabulary acquisition, social skills and academic understanding - Subject leaders building oracy into their curriculum areas and making it a fundamental aspect of the subject - Successful communication embedded as an essential outcome for all – recognising the power of effective oracy skills in raising life-chances 	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>3,4</p>
<p>Reading: From English action plan: Embedding our whole-school reading curriculum:</p> <ul style="list-style-type: none"> -consistent approach to daily whole class reading lessons; -specific reading comprehension skills using 'VIPERS' approach to; -increase the creativity of reading teaching, ensuring the multi-faceted elements of reading are successfully 	<p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-</p>	<p>4</p>

<p>in place (enjoyment, fluency, performance, Oracy, making connections ...)</p> <p>→ Maintain and further enhance quantity and challenge of whole-class reading:</p> <p>-widen the use of challenging texts (story, non-fiction, poetry and song-lyrics) in cross curricular contexts -</p> <p>Embed the use of high-quality texts and the promotion of reading across all subjects and with all age groups:</p> <p>-Fast reading approach to whole class novels – to develop fluency of oral reading – speed, effortless, autonomy, lack of conscious awareness – fundamental in supporting comprehension skills.</p> <p>- Selecting challenging texts (above their paygrade – M Myatt) read to the class at speed;</p> <p>-Selecting and using texts with purpose – to expand subject knowledge and vocabulary across all curriculum areas.</p> <p>→ Researching validated phonics schemes to implement as soon as possible, and at least ready for September 2022</p> <p>→ Implementing an effective catch-up phonics support programme in place in the infants and Year 3:</p> <p>-Ensuring that in the early years, reading practices continue to promote an intense enjoyment of books, alongside the rigorous teaching of the ‘building blocks’ of synthetic phonics.</p>	toolkit/reading-comprehension-strategies	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £7333

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Qualified teacher to tutor targeted groups in Y1, Y2, Y5 & Y6 across the year</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>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2,4,5</p>

Phonics- Introduction of NELI in EYFS	<p>The attainment gap between disadvantaged children and their more affluent peers starts early in education and continues throughout schooling. Interventions that target spoken language skills in children's early years have significant potential to narrow this gap.</p> <p>The Nuffield Early Language Intervention (NELI) is a language support programme designed to improve children's vocabulary, listening and narrative skills.</p> <p>The EEF are due to publish an evaluation report in Spring 2022</p>	3,4
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £8,778

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School to monitor and track data carefully and then act on it accordingly. They will work closely with the EWO to target families as needed, to ensure children are able to be in school as much as possible to be educated.</p> <p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	7
<p>To continue to utilise TIS, targeting individual / small group support using the 3 school TIS practitioners to promote and increase individuals emotional and mental well being.</p>	<p>https://www.traumainformedschools.co.uk/</p> <p>There is evidence that appropriately-trained and supported staff such as teachers, school nurses, counsellors, and teaching assistants can achieve results comparable to those achieved by trained therapists in delivering a number of interventions addressing mild to moderate mental health problems (such as anxiety, conduct disorder, substance use disorders and post-traumatic stress disorder)</p>	6

Total budgeted cost: £ 50, 898

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.

In terms of end of year 2020-21 data:

Reading

- FSM children achieving 84% expected compared to Non-FSM peers 76%
- PP 79% expected compared to 77% non-PP

This demonstrated that the focus on reading last year did have impact- the aim was for equity in reading and narrowing this gap. Throughout lockdown the school encouraged reading and worked hard to ensure all pupils had access to a wide range of reading materials and experiences, including online reading books.

Writing

- Overall- FSM children (67%) are achieving in line or better than Non FSM children (66%)
- However concerns were: The two year-groups causing greatest concern are Year 2 (63%) and Year 5 (61%)
- PP – 59% compared to 70% non-PP
 - Year 2 – 2 out of 7 at expected

This demonstrated that the gap overall had narrowed between the groups, however certain year groups, for a variety of reasons were disproportionately impacted by lockdown. This has implications for how we will target the catch-up funding and support this year.

Maths- Concerns were that:

- PP – 53% at expected - 17% lower than non-PP peers
- FSM – 53% at expected - 15% lower than non-FSM peers

Maths attainment was disproportionately impacted last year, with the effects of Covid-19 and lockdown as children found it harder to make progress in this area in their home learning, without the consistent, strategic teaching of everyday maths lessons in person. The PP children found it harder to access and make progress with their maths online. The Maths lead will be developing a clear action plan to try to narrow this gap in 2021-22.

As outlined in St Hilary's Catch –up funding strategy document 2020-21, there was funding for additional IT equipment and support to maximise the impact of online intervention resources, individualise online provision, to best target children's needs. All children had access to IT equipment through the lockdown periods as it was provided by the school, which helped to

minimise the detrimental impacts of access to education for this group of pupils which was experienced nationally. (This funding has also been put in place this year to provide 1:1 l pads in KS2 and 1:3 or 1:4 l pads in KS1. Funding has also supported staff training in this area.)

The attendance of PP children last year was 94.3% compared to the whole school figure of 97.1 % and is therefore an area we will continue to monitor bith in school and with support from our Education Welfare Officer.

The impact of Covid -19 was seen across the school, when children returned in September 2021. It was observed in lesson observations & learning walks that the children did not have their usual readiness to learn and behaviour for learning. This was felt particularly in certain cohorts; for example- children in Y1 and Y2 who had a huge proportion of the educational years impacted upon. Catch-up funding was utilised to buy EP time to consult with the Year 2 teacher upon how to best approach learning for this group of children on their return in September.

As a Trauma Informed School in September we realised that children need to feel safe and secure and this was a huge part of them being able to settle for learning. Particularly in KS1 the teachers nurturing approach ensured the children's emotional well being and mental health was a priority and children were closely monitored and supported. This was either within the classroom or children had were assigned to a TIS practitioner for 1:1 or small group support.

Externally provided programmes n/a

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

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?	We helped to fund our TIS practitioners, so that pastoral and emotional support was available to service children when they needed it.

What was the impact of that spending on service pupil premium eligible pupils?	They and their parents knew that opportunities were available to get support and talk through any worries and concerns they had.
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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.