



## Pupil premium strategy statement – St Hilary School 2022-23

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils for the year 2022-23.

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
Number of pupils in school	241
Proportion (%) of pupil premium eligible pupils	19 %
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-23
Date this statement was published	13 <sup>th</sup> December 2022
Date on which it will be reviewed	31 November 2023
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	£ 49, 848
Recovery premium funding allocation this academic year	£ 4, 495
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
<b>Total budget for this academic year</b>  <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 54,343

# Part A: Pupil premium strategy plan

## Statement of intent

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 we ensure all PP children can access all class clubs and trips, including the residentials ( Y4 camp, Y5 trip to London and Y6 camp). We also encourage and support pupils to access instrumental music lessons and the wide range of clubs that are free to all in school. (So far this year the PP uptake of clubs has been 72%, higher than the overall uptake of 69% across the school. PP uptake of clubs is higher in both KS1 and KS2. Staff encourage all children to attend clubs, but specifically have had conversations with PP children and parents to try and encourage them to join where they are able to.)

This ambition for all is reflected in our SIP PRIORITY 4: Ensuring aspiration and ambition are at the heart of children's character education. Establishing a personal and experiential global, national and local dimension to our school offer – curricular and beyond. We aim for our curriculum for all children including PP to be aspirational-building and facilitating, in order they can 'Dream big'.

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. Across the school the majority of classes have a full time TA, who is aware of all the PP children and can target them as needed and directed by the class teacher.

This year we are using the majority of our catch-up funding to employ an experienced teacher to target groups of children that needed extra tuition to achieve their potential and particularly children that are on the cusp of achieving expected, as we found this had impact last year in boosting children's achievement.

(Last year as well as using the funding for extra tuition, we used our catch-up funding to ensure that there are 1:1 i-pads across KS2 and 1:3 or 1:4 in the infant classes, with funding also allocated for specialist Apple staff training to ensure they have impact on learning across the curriculum.)

As a Trauma Informed School (TIS), we 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.

This pupil premium strategy aligns with and should be read alongside our School improvement plan (SIP), which sets out our school priorities for this academic year, as well as the Maths, English & Vulnerable pupils' action plans.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>As stated in SIP PRIORITY 1:</b> Increase writing stamina, output and quality across the curriculum.</p> <p><b>Intended impact linked to Leading Edge Values:</b></p> <p><b>Evolution:</b> <i>Improved outcomes in writing – end of KS2 data returning to pre-pandemic levels (80%+)</i></p> <p><b>Excellence</b> <i>in children's writing across the curriculum evidenced by all subject leaders children's writing across the curriculum to evidence the quality of their writing and the curriculum offer</i></p> <p><b>Equity:</b> <i>Closing the gap between outcomes of vulnerable pupils and their peer</i></p>
2	<p><b>As stated in the English action plan Priority 2: Improve children's progress and attainment in Phonics</b> There was a dip in the Phonics data in 2022- 12 out of 34 didn't reach standard last year in Y1 4 of whom PP &amp; 7 were on the School Record of Need. In this cohorts Year 1's out of 7 identified as needing extra phonics, 3 are PP. Therefore a targeted approach to be used.</p> <p><b>Intended impact linked to Leading Edge Values:</b></p> <p><b>Evolution:</b> <i>Improved outcomes in phonics – Y1 phonics check data (80%+), Y2 (90%+)</i></p> <p><b>Excellence</b> <i>in children's reading and writing in the application of their phonic knowledge in both KS1 and continuing into KS2</i></p> <p><b>Equity:</b> <i>Closing the gap between outcomes of vulnerable pupils and their peers</i></p>
3	<p><b>Outlined in Maths AP Priority 1: To improve the attainment and progress rates of identified key groups in Maths</b></p> <p>PP – 53% - 15% lower than non-PP peers, FSM – 53% - 15% lower than non-FSM peers, SEND – 15% EXS</p>
4	<p><b>As stated in SIP PRIORITY 3:</b> Reduce the gap between vulnerable pupils and their peers –the needs of our most vulnerable pupils driving all school Improvement.</p> <p><b>Intended impact linked to Leading Edge Values:</b></p> <p><b>Evolution:</b> <i>all school improvement activity driven by the needs of our most vulnerable pupils.</i></p> <p><b>Excellence:</b> <i>increased proportions of vulnerable pupils achieving greater depth</i></p> <p><b>Equity:</b> <i>Disadvantaged pupils achieving in-line with their non-disadvantaged peers</i></p>
5	<p>Attendance 2021-22 The attendance of PP children last year was attendance was 90.11% compared to whole school attendance of 93.18%</p> <p>( National figures are not yet available). The impact this has on them missing education is significant and contributes to the gap in attainment for PP children.</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><b>As stated in the SIP Priority 1</b>  <b>Action: Writing and Mentor Sentences INSET</b></p> <p>Rationale:            Beginning the new school year with an effective strategy to improve the sentence writing of our children by focusing on a weekly WAGOLL, a mentor sentence chosen from an established author/published text to exemplify VGP curriculum and using it for a variety of teaching points across the week. Children will learn language and grammar skills using high-quality and well-chosen examples, which in turn will transfer into writing.</p>	<p>Teachers regularly using this approach – embedding VGP curriculum in writing lessons</p> <p>Increased range of sentence structures evidenced in children's writing</p> <p>Children's attainment and progress raised in VGP assessments</p> <p>Children's attainment and progress in writing increases as sentence-writing basics become embedded – cognitive load lessened</p> <p>Children's interest in books becomes more varied as they experience sentences by different authors and genres</p>
<p><b>As stated in the SIP Priority 1-Action:</b>  <b>Review English curriculum to ensure that opportunities for writing are maximised and the curriculum fits together coherently (Reading, Writing, VGP, Phonics and Oracy)</b></p> <p>Rationale:            We aim for the different aspects of the English curriculum to enhance each other through well-sequenced planning by skilled teachers. This will lessen cognitive load on staff and children, streamline how the English curriculum works, enhance how the English curriculum works within the wider curriculum and improve student outcomes.</p>	<p>Planned lessons evidence greater opportunities for writing across the whole curriculum</p> <p>Greater coherence in the English curriculum – teachers' planning is more succinct, focused and progressive, which impacts on amount and leads to increased quality of writing and improved outcomes for all pupils.</p>
<p><b>As stated in the English action plan Priority 2:</b>  <b>Action: Implement Twinkl Phonics Scheme across the school</b>            Rationale: Using a scheme validated by the DfE, the teaching of phonics will be more consistent and the children's progress will be accelerated. Children in KS1 will receive phonics lessons daily and children in KS2 will apply phonics in their writing lessons as well as within interventions where necessary</p> <p><b>Action: Interventions for Early Reading in KS1 and KS2 are timely and appropriate for the children who need them</b></p> <p>Rationale: For those children who do not make progress as quickly as we'd like, and phonics is the blocker, interventions are put into place to support them in accelerating their progress</p>	<p>Teaching in KS1 follows the Twinkl Scheme, with children accessing the scheme at the correct level following assessment</p> <p>Children are reviewing prior knowledge and applying new learning in every lesson, for example, speed sounds and dictation sentences</p> <p>The Reading Scheme is reorganised so that children are reading books at home which only include graphemes and phonemes (GPCs) which have previously been learnt</p> <p>Classrooms are set up to support the children in their phonics learning using the Twinkl scheme (posters, assessments, word mats, etc)</p> <p>Interventions focus on the gaps in children's knowledge of the alphabetic code – always as extra practice outside of English lessons</p> <p>Interventions happen quickly when gaps become apparent</p>

	<p>Decodable books being used with individuals to match their developing phonic knowledge</p> <p>The teaching of reading fluency is used to support children develop accuracy and pace in decoding</p>
<p>As stated in the Maths Action Plan Priority 1:</p> <p><b>Actions:</b> Carry out whole school INSET session (priorities, WR updates, pathways, expectations). Teacher CPD to promote mastery maths for all and greater depth</p> <p>Rationale: All staff to be aware of current priorities for the year and for a consistent approach to teaching and learning expectations. Further CPD is necessary for all teachers and TAs</p>	<p>All staff are aware of current priorities and the reasons underpinning them.</p> <p>All maths books have WR Pathways stuck in the front and Dive Deeper sheets stuck on the back page effectively in use and children are using them independently.</p> <p>Vocabulary section is clear on maths WW and used as a guide to support learning in all classrooms.</p> <p>Sentence stems are featured on WW and are referred to during lessons.</p> <p>TA's knowledge has improved and knowledge is used to support children during lessons/interventions</p>
<p>As stated in the Maths Action Plan Priority 1:</p> <p><b>Action:</b> Monitor teaching and learning</p> <p>Rationale: Teaching to be consistent across the whole school. Are the new changes to the WR schemes of learning being implemented?</p>	<p>Teaching is consistent across the school and is of high quality (development areas are being effectively targeted)</p> <p>Maths books show clear progress for all learners and include:</p> <ul style="list-style-type: none"> <li>- Teacher Assessment against L.I</li> <li>-Child assessment against L.I (linked to feedback policy)</li> </ul> <p>Bottom 20% has support in class (monitored jointly with SENDCo) and linked to SIP Priority 3</p>
<p><b>As stated in the SIP Priority 3 Action:</b> Focus 4 analysis of every class – children have a score according to if they are identified as SEN, PP, a lower attainer writer or have SEMH needs</p> <p>Rationale: As above</p> <p>All monitoring, in all subjects, at all levels has these children at the sharp end of its purpose.</p> <p>Embedding a forensic approach to safeguarding the progress of our most vulnerable and further repositioning our school ethos around EQUITY.</p>	<p>Focus 4 children lead all SI planning, monitoring and discussions</p> <p>Staff aware of needs of most vulnerable children and have used targeted approach, which is recorded on GPM's/ IPM's</p> <p>Impact of interventions support closely tracked and monitored. Are the most at risk i.e. Focus 4 making progress? If not, why not? What are their barriers and can they be overcome? Evaluate organisation of TA's for maximum impact.</p> <p><b>Data:</b> Are SEN/ PP children making expected progress for maths &amp; english in line with their peers? National SEN/ PP? Is the gap between SEN/ PP and Non SEN/ PP reduced?- compare with national data</p> <p>Triangulate with data analysis, Pupil Progress meetings and analysis of impact of interventions as part of the monitoring cycle.</p> <p>Track and monitor these children access to clubs, music and other opportunities. If not participating identify barriers.</p>

	Complete pupil conferencing and case studies to show support individual SEN/ PP/ Focus 4 children having & evaluate the impact this is having (academically and emotionally). Link to when English & Maths leads are gathering pupil voice as appropriate
Attendance -for PP attendance to be in line with peers. Close tracking and analysis by Head with regular EWO input ensures any children that have persistent absence and/ or a high level of broken weeks are targeted with a clear sequence of letters from the Head/ governors. If these do not have desired impact then attendance clinics are held with Head/ PP lead/ SENDCO and EWO (as appropriate)	For PP attendance to be in line with peers. For targeted children and families to have improved attendance and support available as appropriate. Evidence shows that when children have been targeted attendance has been improved.

## 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: £33, 460

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Writing- From SIP priority 1 &amp; English action plan: <b>Writing and Mentor Sentences INSET</b> Rationale: Beginning the new school year with an effective strategy to improve the sentence writing of our children by focusing on a weekly WAGOLL, a mentor sentence chosen from an established author/published text to exemplify VGP curriculum and using it for a variety of teaching points across the week. Children will learn language and grammar skills using high-quality and well-chosen examples, which in turn will transfer into writing.</p> <p><b>Review English curriculum to ensure that opportunities for writing are maximised and the curriculum fits together coherently (Reading, Writing, VGP, Phonics and Oracy)</b> Rationale: We aim for the different aspects of the English curriculum to enhance each other through well-sequenced planning by skilled teachers. This will lessen cognitive load on staff and children, streamline how the English curriculum works, enhance how the English curriculum works within the wider curriculum and improve student outcomes.</p>	<p>The EEF research reviewed the best available international research and consulted experts to arrive at key principles for effective literacy teaching. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p> <p>Other evidence based approaches have come from training sessions from Primary English- completed online and a local company Dandelion learning.</p>	1, 4
<p>Maths- from Maths action plan Priority 1 <b>Action:</b> Carry out whole school INSET session (priorities, White Rose updates, pathways,</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:	3, 4

<p>expectations). Teacher CPD to promote mastery maths for all and greater depth</p> <p>Rationale: All staff to be aware of current priorities for the year and for a consistent approach to teaching and learning expectations. Further CPD is necessary for all teachers and TAs</p> <p><b>Action:</b> Monitor teaching and learning</p> <p>Rationale: Teaching to be consistent across the whole school. Are the new changes to the WR schemes of learning being implemented?</p>	<p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p> <p>EEF research/ evidence based on Maths talk: <a href="#">EEF blog: Promoting high-quality talk in Maths   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Evidence based approach of White Rose- NCETM- National centre for excellence in teaching of Mathematics</p>	
<p><b>As stated in the SIP Priority 3 Action:</b> Focus 4 analysis of every class – children have a score according to if they are identified as SEN, PP, a lower attainer writer or have SEMH needs Focus 4 children lead all SI planning, monitoring and discussions Staff aware of needs of most vulnerable children and have used targeted approach, which is recorded on GPM's/ IPM's</p> <p>Impact of interventions support closely tracked and monitored. Are the most at risk i.e. Focus 4 making progress? If not, why not? What are their barriers and can they be overcome? Evaluate organisation of TA's for maximum impact.</p> <p><b>Data:</b> Are SEN/ PP children making expected progress for maths &amp; english in line with their peers? National SEN/ PP? Is the gap between SEN/ PP and Non SEN/ PP reduced?- compare with national data</p> <p>Triangulate with data analysis, Pupil Progress meetings and analysis of impact of interventions as part of the monitoring cycle.</p>	<p>Consider evidence from EEF on selecting the interventions that have most impact:</p> <p><a href="#">Selecting interventions tool.pdf (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">Teaching and Learning Toolkit   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	1,2,3,4,5

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

Budgeted cost: £6596

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Qualified experienced teacher to tutor targeted groups in Y3, Y4 &amp; Y6 across the year.</p> <p>Targeted groups will be reviewed in line with data analysis and pupil progress meetings to ensure that tutoring maximises impact, particularly for those children who are on the cusp of being at expected level.</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><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p>	1,2,3,4



	<a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	
Targeted interventions focusing on the gaps in children's knowledge of the alphabetic code – always as extra practice outside of English lessons. Interventions either run by class TA or Class teacher, while TA covering.	EEF states: Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy. <a href="#">Phonics   EEF</a> <a href="http://educationendowmentfoundation.org.uk"> (educationendowmentfoundation.org.uk)</a>	1,2

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

Budgeted cost: £ total 14,287

Activity	Evidence that supports this approach	Challenge number(s) addressed
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.	Embedding principles of good practice set out in the DfE's <a href="http://www.gov.uk">Working together to improve school attendance - GOV.UK (www.gov.uk)</a> advice.	1-5
To continue to utilise TIS, targeting individual / small group support using three school TIS practitioners to promote and increase individuals emotional and mental well being.  Tracking progress of individuals using the well known and established Boxall Profile helps to provide evidence of progress.	<a href="https://www.traumainformedschools.co.uk/">https://www.traumainformedschools.co.uk/</a> 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)	4

**Total budgeted cost: £ 54, 343**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

*In terms of end of year 2021-22 data:*

Reading attainment

Across the school:

- PP 68% at or above secure compared to 78% non-PP

Reading Progress

- PP 66% at or above expected progress compared to 80% whole school.

Writing attainment

Across the school:

- PP 46% at or above secure compared to 68% non-PP

Writing Progress

- PP 81% at or above expected progress compared to 83% whole school.

SPAG attainment

Across the school:

- PP 59% at or above secure compared to 73% non-PP

SPAG Progress

- PP 75% at or above expected progress compared to 79% whole school.

Maths attainment

Across the school:

- PP 53% at or above secure compared to 68% non-PP

Maths Progress

- PP 23% at or above expected progress compared to 80% whole school.

It is evident the gap between PP and non PP is present in all subject areas and actions need to be in place this year to target effective narrowing of the gap. This is particularly true in the maths progress of PP pupils, which is reflected in the maths action plan.

The biggest gap for attainment is with writing, which is Priority 1 on the SIP this year.

Attendance: The attendance of PP children last year was 90.11% compared to whole school attendance of 93.18% and is therefore an area we will continue to monitor both in school and with support from our Education Welfare Officer. All the families which came to the attendance clinic with the EWO last year and were PP, have significantly improved their attendance so far this year.

Impact of TIS on individual children: There were 23 children who received ongoing either 1:1 or small group sessions by a TIS practitioner last year. 50 % of these were

PP. The majority of these children made improvements and developments in the SEMH and wellbeing, which is demonstrated by improvements in their Boxall assessment profiles, as well as their approach to school life. There were only 2 children who did not make improvements, both of which have more complex SEN needs and are being supported by CAMHS.

## Externally provided programmes n/a

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider

## Service pupil premium funding (optional)

How our service pupil premium allocation was spent 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.
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. This support has continued this year for those children.