



Halwill Primary School

Pupil Premium Strategy 2021/22 – 24/25
(also includes deployment of the Recovery
Premium)

To be reviewed July 2021

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	Halwill Primary School
Number of pupils in school	93
Proportion (%) of pupil premium eligible pupils	8.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 – 2024/25
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Ruhaina Alford (EHT)
Pupil premium lead	Ruhaina Alford (EHT)
Governor Lead	John Lawlor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£10,760 1345 per pupil
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£12,760

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who come from homes that lack the stability that other pupils enjoy. The actions we have outlined in this statement are also intended to support their needs of all pupils in the school regardless of whether they are disadvantaged or not.

Quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, not least in supporting some pupils with additional tutoring opportunities.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and have high expectations of all pupils

Challenges

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

Challenge number	Detail of challenge
1	On entry assessments indicate that some of our disadvantaged children join the school with literacy and numeracy below the level normally expected for their age. This means that they can find it difficult to develop basic skills including phonics. The youngest pupils in school have been the most affected by the two periods of lockdown as they have missed much of the normal transition into school and, home learning that replicated 'in school' learning was much more difficult to achieve. This has impacted on the development of language skills.
2	Some our disadvantaged pupils lack aspiration and resilience. This can mean that they make slower progress than some of their peers and can lack the motivation both at school and home to do well. This was evident, in some cases, during the two lock down periods.
3	Some of our disadvantaged pupils have less support at home with homework, reading etc. than their peers and have restricted life experiences which help build cultural capital. Observations and assessments in class indicate that this can hinder the children's progress including their oral contributions to class discussions.
4	Our assessments and observations indicate that some of our disadvantaged pupils were most impacted by the periods of lockdown. This included attendance at online live lessons, completion of tasks set and general attitudes to learning.

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 oral language skills and vocabulary among disadvantaged pupils (in particular, our younger pupils).	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.
Improved reading attainment among disadvantaged pupils.	The majority of disadvantaged pupils (along with their peers) are meeting the expected standard in phonics by the end of Y1 KS2 Reading outcomes for disadvantaged pupils are in line or above the national expectations over the next three year period and beyond
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes for disadvantaged pupils are in line or above the national expectations over the next three year period and beyond
Disadvantaged pupils, along with their peers, continue to show increased levels of resilience and have high aspirations of themselves	Through formal and informal observations, there is evidence seen in lessons of pupils working hard and follow the principles of 'Every lesson, every day'. This information is triangulated against progress seen in their books, summative and formative assessment outcomes.

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: **£3000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training for teachers and Teaching Assistants in delivery of Read Write Inc. Systematic Synthetics Programme	Considerable evidence that effective teaching of a synthetic phonics has a huge impact (+5 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 2, 3, 4
Smaller classes in EYFS and KS1 (rather than mixed YR/1/2) will result in lower staff to pupil ratio and classes that align more closely to the national curriculum	Evidence gathered in school over the last few years has indicated keeping a separate YR class (even though small and below PAN) means that the school can operate a coherent 2 year rolling programme for KS1 which ensure curriculum content is more systematically followed. In addition, children in YR can have a higher teacher to pupil ratio and those in Y1 not meeting GLD can have opportunity for targeted input from YR teacher due to low numbers.	

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

Budgeted cost: **£7000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupils were assessed using the diagnostic tool InCAS prior to Catch-up intervention alongside formative class assessments.	'Assessment can help teachers determine how to most effectively support their pupils. Every pupil will have been affected differently by Covid-19. Setting aside time to enable teachers to assess pupils' wellbeing	1,2,3,4

	and learning needs is likely to make it easier for teachers and other school staff to provide effective support.’ EEF, June 2020. This research corroborated my view that careful assessments needed to take place to ensure effective Catch-up support,	
Carefully targeted Catch-Up interventions with a specific focus.	The EEF, June 2020 document: ‘Programmes are likely to have the greatest impact where they meet a specific need, such as oral language skills or aspects of reading,’ The EEF research clearly highlights that the intervention will have the greatest impact if it is tailored to a specific need. So a Catch-Up proforma for the teachers to complete. The intention was to focus the teachers to give a clear rationale as to why they had selected the pupils, the specific areas to be targeted and an action plan of how the Catch-up intervention would tackle these.	1, 2, 3, 4
Teacher led Catch-Up	In further studying the EEF, 2020 document, the following points are made in relation to targeted intervention. <ul style="list-style-type: none"> • ‘Tuition delivered by qualified teachers is likely to have the highest impact’ • ‘the smaller the group the better’ • ‘Include regular sessions maintained over a sustained period and are carefully timetabled to enable consistent delivery’. <p>Therefore we use PP and Recovery funding to enable the class teacher (the one who will have the most impact) to have dedicated time to spent with 1,2 or 3 children over a sustained period of weekly 20 – 30 mins sessions over a block of 7 weeks</p>	1, 3, 4

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

Budgeted cost: **£760**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small contingency fund to ensure disadvantaged pupils don't miss out on wider school activities such as after school clubs and trips including residential ones and school uniform</p>	<p>Based on our previous experience, we have identified a need to have a small sum available to subsidise or pay for in total, disadvantaged pupils to join after school clubs or activities where cost may have been an issue for them. In addition, there are sometimes unforeseen costs needed to support pupils in particular times of need.</p>	<p>2, 3, 5</p>
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>The headteacher will continue to work closely with our school administrator, class teachers, parents/carers and the educational welfare officer to secure good school attendance for all</p>	<p>Evidence from the Institute of Education (and others) shows a clear link between lower attendance at school and lower levels of attainment. Consistently good attendance can help secure improved attainment and reduce attainment gaps.</p> <p>https://www.ucl.ac.uk/ioe/research-projects/2021/apr/school-absences-and-pupil-achievement</p>	<p>1,2,3,4</p>

Total budgeted cost: £12,760

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.

Statutory assessments were not undertaken in 2021 so all data outcomes relate to internal assessments. Due to the low numbers of disadvantaged pupils some of the outcomes are written so that individual pupils are not identified.

Statutory Y1 phonics screening was undertaken in November 2021 when the children were actually in Year 2. All disadvantaged pupils, met the threshold.

Progress amongst disadvantaged pupils has generally been good and this is corroborated by the progress seen in their work books. This has been as a result of good quality teaching and well matched interventions. The school as a whole had a clear catch up plan in place with a focus on ensuring pupils are quickly back into routines and demonstrate good learning behaviours. This has supported good attitudes to learning and more rapid progress. An example of this is the progress many pupils have made with their reading and movement through the newly introduced Read Write Inc programme as well as consolidation of their phonics knowledge.

The Covid lockdown in January 2021 (coming shortly after the one in 2020) impacted on some of our disadvantaged pupils. Approximately 30% of these pupils attended school regularly during the lockdown which supported their progress. The school was well prepared for the latest lockdown and was able to lend devices to all disadvantaged pupils who needed them. The school provided daily live lessons and had a good learning platform in place. As an example, daily phonics sessions online (and in class for those present) has impacted positively on progress.

This was further supported by access to Read Write Inc. reading resources which were provided to parents in packs to collect weekly.

Investment in additional TA and teacher support (using Catch-Up premium) has meant that all disadvantaged pupils could enjoy bespoke interventions to support the progress referenced above. Similarly, tutoring sessions for identified pupils has supported progress in mathematics which is impacting on the children's ability to access age appropriate materials in this school year.

Attendance amongst disadvantaged pupils improved in the last school year (and this has continued into this school year too). This has been in spite of the challenges of

Covid and while still slightly below the school as a whole, the gap has lessened and there has also been a reduction of disadvantaged pupils being persistently absent.

Externally provided programmes

Programme	Provider
Read Write Inc.	Ruth Miskin

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Embedding the use of retrieval practice across the school and using some of the key teaching strategies from Teach Like a Champion (Doug Lemov)
- Providing, in spite of Covid, opportunities for enriching the curriculum, providing opportunities to develop cultural capital and to support well-being. These include Wild Tribe (Forest School) lessons, trips to the Bideford Arts Gallery, participation in inter-school sporting events, live Zoom sessions with virtual visitors such as a people from racially diverse backgrounds to talk about festivals e.g. Diwali and Chinese New Year and a wildlife filmmaker direct from India, on-going imbedding of diversity including Black History Months, an African Drumming Workshop, Fairtrade Virtual Workshop and virtual author visits

Planning, implementation, and evaluation

We continue to monitor the progress of our pupil premium children closely. The low numbers of children means that data percentages do not necessarily reflect the true picture of progress or attainment gaps. Therefore, we have to triangulate progress and attainment through the scrutiny of books as well as observations in class and discussions with pupils.

A cornerstone of our school development and recovery plan is around ensuring positive attitudes to learning as well as consistent standards of learning behaviour. As an example, we continue to have a strong focus on high expectations of presentation in books which can demonstrate positive attitudes. This is further underpinned by our mantra of 'Aim High; Be Resilient; Take Care of Each Other' and our Carey Qualities which feed into this.

Linked closely to this is pupil attendance and the school has worked closely with some families to improve this but also to improve attitudes to school generally both in terms of the pupils but also the parents themselves.

The school, as noted above, has adopted many of the strategies found in Doug Lemov's seminal book, 'Teach Like a Champion'. As an example, you will see teachers using methods such as 'no hands up', 'think, pair, share' and 'right is right' which sees an insistence on exact or precise answers given in class. In addition the school uses, in particular, the research based work of Tom Sherrington (effective teaching methods) <https://teacherhead.com/author/teacherhead/> and Kate Jones (retrieval practice) <https://lovetoteach87.com/2020/09/09/a-collection-of-retrieval-practice-research-and-resources/>

We have begun to diversify the History Curriculum by including elements from the book Black and British by David Olusoga so the stories of people of colour are also told in our History.

The school acts in a reflective manner as a result of the work carried out by the Education Endowment Foundation (EEF) <https://educationendowmentfoundation.org.uk/> including their guide on the successful deployment of pupil premium funding. As an example of this (and supported by the class structure and staffing arrangements) is the importance of diagnosing pupil needs so that the supported is targeted in the most effective way.

December 2021