

St Hild's College CE Aided Primary School Pupil Premium Strategy Statement 2021/22

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 Hild's College CE Aided Primary School
Number of pupils in school	166
Proportion (%) of pupil premium eligible pupils	39% (45%FSM)
Academic year/years that our current pupil premium strategy plan covers	2021~2024
Date this statement was published	September 2021
Date on which it will be reviewed	January 2022
Statement authorised by	A Ryder
Pupil premium lead	A Ryder
Governor lead	Rev T Ferguson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 78,010
Recovery premium funding allocation this academic year	£ 8410
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£ 86,420

Part A: Pupil premium strategy plan

Statement of intent

At St Hild's College CE Aided Primary School we see the raising of attainment for disadvantaged children as part of our commitment to help all children achieve their full potential and Shine Bright.

We do this by:

- Promoting an ethos of attainment of all children rather than stereotyping disadvantaged children as a group with less potential to succeed.
- Having individualised approaches to address barriers to learning at an early stage through intervention.
- Focusing on high quality teaching and effective deployment of staff to support disadvantaged children.
- Make decisions based on detailed data analysis and responding to evidence.

Challenges

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

Challenge number	Detail of challenge
1	Pupils who are eligible for Pupil Premium do not enter early years at age related-expectations; communication and language is exceptionally poor. This means they need to make more progress than their peers to catch up.
2	Emotional resilience of pupils eligible for pupil premium is low compared to their peers. This can affect their ability to concentrate on academic activities, especially when working with others or when tasks are challenging.
3	Due to low starting points in verbal communication and language, some Year 1 disadvantaged pupils struggle to meet the phonics standard at the end of the year (40% of Year 2 disadvantaged pupils did not meet the expected standard in phonics in 2020). This slows their progress in all curriculum areas that demand effective reading strategies.
4	All children need high quality teaching and feedback to ensure they make progress and develop appropriate skills and knowledge.
5	Low attendance rates for some Pupil Premium children impacts on their learning. This means they are constantly having to catch up to their peers.

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
Pupils eligible for Pupil Premium in EYFS make rapid progress in all areas to meet national expectations.	A higher proportion of Pupil Premium children meet a Good Level of Development than in 2021.
Improve emotional resilience for all pupils through use of TA support and intervention.	Lesson observations will demonstrate pupils' positive attitudes to learning and good behaviours.
Y1 and Y2 phonics resits confirm that increased proportions of disadvantaged pupils meet the standard.	% of PP pupil meeting the expected standard in phonics improves from 2020.
Provide children with high quality teaching and feedback to ensure progress in lessons.	Increased proportions of pupils will reach ARE in English and Maths across the school. Progress will be strong
Reduce the number of persistent absentees.	% of persistent absentees is at least in line with National Average. There are increased attendance rates for Pupil Premium 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: £ 22,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement Nuffield Early Language Intervention with all EYFS children across the.	<p>On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.</p> <p>A 2016 randomised controlled trial found a positive impact of four months' additional progress for the Nuffield Early Language Intervention.</p> <p>EEF toolkit: Communication and language approaches - additional 6 months progress</p> <p>NELI - additional 10 months progress</p>	1
To complete BLAST (Boosting Language Auditory Skills and Talking) programme with nursery children in Sept 2021	<p>On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.</p> <p>EEF Toolkit: Communication and language approaches - additional 6 months progress</p>	1
Staff to receive training from the Diocese SLA to develop early numeracy approaches.	<p>On average, early numeracy approaches have a positive impact on learning equivalent to approximately six additional months' progress for early mathematics outcomes. There is some variation between approaches, which suggests that the choice of approach and the way in which strategies are introduced are important. Approaches tend to produce larger effects when they are designed to develop a particular mathematical skill (such a counting or estimating), commit a regular amount of time to developing mathematics (between two and three hours per week), designed specifically for the early years setting involved, and include some specific individual interaction.</p>	1

	EEF toolkit: Early Numeracy Approaches - additional 6 months progress	
<p>Staff to access a variety of mental health training/social and emotional learning training to support improvements in emotional resilience for all pupils</p> <p>For example</p> <p>DFE Health and Well-being framework</p> <p>Place to Be mental health training</p> <p>Zones of regulation</p> <p>National Online Safety courses.</p>	<p>EEF toolkit evidence</p> <p>Social and emotional learning (SEL) interventions seek to improve pupils’ decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.</p> <p>Three broad categories of SEL interventions can be identified:</p> <p>School-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning;</p> <p>Universal programmes which generally take place in the classroom with the whole class; and</p> <p>More specialised programmes which use elements of SEL and are targeted at students with particular social or emotional needs.</p> <p>Social and emotional learning approaches have a positive impact, on average, of 4 months’ additional progress in academic outcomes over the course of an academic year. This finding, however, has very low security, so schools should be especially careful to monitor the efficacy of SEL approaches in their settings.</p>	2
<p>Purchase of a DFE validated systematic synthetic phonics programme to secure stronger phonics teaching for all pupils</p> <p>Staff to access new phonics training in line with new scheme to ensure consistency in this approach to phonics across the school and</p> <p>Early reading training with Diocese with English Lead</p> <p>Fund ongoing teacher training and release time.</p>	<p>Overall, the evidence base related to phonics is very secure. There have been a number of studies, reviews and meta-analyses that have consistently found that the systematic teaching of phonics is beneficial. There is some evidence that approaches informed by synthetic phonics (where the emphasis is on sounding out letters and blending sounds to form words) may be more beneficial than analytic approaches (where the sound/symbol relationship is inferred from identifying patterns and similarities by comparing several words).</p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils</p> <p>EEF toolkit: Phonics - additional 4 month progress.</p>	3 4

<p>Maths and Computing lead to complete NPQ Leading Teaching Qualification</p>	<p>Outcome of the qualification to improve outcomes for pupils.</p> <p>A skilful and research-informed professional who can lead a team's improvement in teaching, learning, curriculum and assessment</p> <p>A professionally aware and informed leader who can make evidence-based decisions and approach leading teaching in an effective and efficient manner</p> <p>The ability to review and evaluate practice in order to bring about change and get the best outcomes for young people and staff within the organisation.</p>	<p>4</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure there is adequate staffing so that all eligible pupils access EYFS as soon as they are able through the golden ticket scheme.</p> <p>Target full capacity of 2 year olds</p>	<p><u>Effective Provision of Pre-school Education (EPPE) project findings</u></p> <p>Beginning early years education at a younger age appears to have a high positive impact on learning outcomes. It is estimated that children who start to attend an early years setting before turning three make approximately six additional months' progress compared to those who start a year later.</p> <p>Early Years EEF Toolkit: Earlier Starting Age – additional 6 months progress</p>	<p>1</p>
<p>To provide support of a speech language therapist to improve listening, communication and vocabulary skills for pupils who have Oral language interventions can have a positive impact on pupils' language skills.</p>	<p>Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment</p>	<p>1 2</p>

Additional 1 and 0.5FTE TAs to be employed to ensure all classes have additional adult support to be able to deliver daily Catch up Literacy and maths sessions and 1:1 intervention all with class teacher and /or TA	In the UK, four recent evaluations of one to one tuition interventions found average impacts of between three and six months' additional progress, suggesting that positive impacts can be successfully replicated in English schools. EEF Teaching and Learning Toolkit: One to one tuition - additional 5 months progress Small group and 1:1 interventions with highly qualified staff have shown to be effective (EEF toolkit)	4
Improve whole class shared reading comprehension strategies. More adult support and purchase of reading plus.	Reading comprehension strategies have a high impact on average +6 months. Alongside phonics it is a crucial component of early reading instruction.	3 4
Two TAs familiar to our school will be tasked to provide tuition for 2 or 3 afternoons per week. (School Led Tutoring Grant to pay 75% of costs)	Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial. A variability in findings may suggest it is the particular type or quality of teaching enabled by very small groups that is important, rather than the precise size of the group. EEF Teaching and Learning Toolkit: Small group tuition - additional 4 months progress	4

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

Budgeted cost: £ 22,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Positive Futures Worker and School Councillor to have specific time set aside to support children with challenging behaviour. Also supported by purchase of Crisis Response SLA and EWEL team credits.	Overall, it is clear that reducing challenging behaviour in schools can have a direct and lasting effect on pupils' learning. This is based on a number of meta-analyses that review robust studies of interventions in schools. EEF Teaching and Learning Toolkit: Behaviour Interventions - additional 3 months progress	2, 5

<p>Continue to employ a Positive Futures Worker to monitor and implement strategies to improve attendance, particularly for PP PA children.</p>	<p>School attendance data improved by 3% for PP children when the parent support adviser was first employed.</p> <p>Covid has had a major negative impact on this. Therefore a strong need now to keep this position in school.</p> <p>Parental engagement has a positive impact on average of 4 months' additional progress.</p> <p>EEF Teaching and Learning Toolkit: Parental Engagement – additional 4 months progress</p>	<p>5</p>
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Total budgeted cost: £ 78,000

Surplus we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. This will include music tuition, supplementing trips, further CPD and resources.

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, other pupil evaluations have been undertaken during the 2020 to 2021 academic year, and we have taken these into account when evaluating our strategy.

Internal assessments completed in July 2021 indicate that attainment has dropped across school in RWM and the gap has widened between PP and Non PP children across year groups.

Strategies used in 2020-21 were successful and so the school will continue to use some of these approaches.

Teaching Strategies

Staff training in the use of online platforms supported the quality of remote education to ensure that pupils continued to access the wider curriculum during lockdown.

Although parental engagement and contact was positive during the spring lockdown. On return staff have worked on communication and language skills, phonics and early writing and numeracy targeted intervention in Early Years to plug gaps.

Targeted Intervention

Identified pupils receiving one to one tuition and targeted small group work across the summer term made good progress. Staff received EEF training in evidence to support catch up. 60% of our Year 2 pupil passed the phonics, Although the majority of PP children made good progress during the summer term they did not reach the pass score. PP children in Y6 attained well.

Wider Strategies

The use of Class Dojo supported school staff to communicate with parents, especially during periods of national lockdown.

The school Positive Future's Worker and Headteacher worked to engage PP families with home learning and support during the school closure.

Staff completed trauma training.

Part C: Governance – monitoring the effectiveness of the Pupil Premium Strategy

Governors are involved in evaluating our Pupil Premium Strategy termly. Please see below a brief summary of discussions about the effectiveness of the strategy to address the intended outcomes.

Activity	Autumn 2021 Evaluation	Committee Date
Teaching Priorities	T Ferguson Monitoring visit to school – analysis of data, discussion around priorities for academic year inc use of recovery funding.	02/11/21
Targeted Academic Support	T Ferguson Monitoring visit to school	02/11/21
Wider Strategies	T Ferguson Monitoring visit to school	02/11/21

Activity	Spring 2022 Evaluation	Committee Date
Teaching Priorities		
Targeted Academic Support		
Wider Strategies		

Activity	Summer 2022 Evaluation	Committee Date
Teaching Priorities		
Targeted Academic Support		
Wider Strategies		