

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	Hatfield Woodhouse Primary School
Number of pupils in school	214
Proportion (%) of pupil premium eligible pupils	10.75% (23 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	AAB
Pupil premium lead	Helen Acton
Governor / Trustee lead	Lesley Bailey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£26,900
Recovery premium funding allocation this academic year	£10,041 cf
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£36941

Part A: Pupil premium strategy plan

Statement of intent

At Hatfield Woodhouse Primary School we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

Our ultimate objectives are to:

- ✓ Remove barriers to learning created by poverty, family circumstance and background
- ✓ Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- ✓ Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- ✓ Develop confidence in their ability to communicate effectively in a wide range of contexts
- ✓ Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- ✓ Access a wide range of opportunities to develop their knowledge and understanding of the world

Our context:

Hatfield Woodhouse Primary is a community school located in a rural village to the east of Doncaster. We have 214 pupils of whom 50.9% are boys.

The area is not one of high deprivation: - on the IDACI index we have a score of 4.7 and on the Index of Multiple Deprivation: 3.8 .

However, it must be noted that the village (and our school community) is home to 2 large fairground sites, whose businesses were severely affected by the pandemic.

At 9.8% eligible for funding as compared to national of 23%, we have low numbers of disadvantaged children.

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition
- Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences

- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Key Principals:

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify through the class pupil premium plan specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

Challenges

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

Challenge number	Detail of challenge
1	Social, emotional and mental health
2	Gaps in reading, writing, maths and phonics
3	Speech, language and communication – particularly
4	Attendance and punctuality
5	Access to wider opportunities

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
Reading, Writing and Maths	Achieve outcomes in-line with, or above, national average by the end of KS2 for PP children.
Phonics	Achieve at least 90% of pupils in Y1 pass the PSC

Attendance	Ensure attendance of disadvantaged pupils is at least 96%
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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: **£4325**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Talk for Writing training for new staff / revisit for previously trained staff	43% of the disadvantaged children were not working at ARE at the end of the summer term. Teachers need to work on modelling writing and using a toolkit to remind children about grammar, punctuation and spelling.	2
Numicon / Timestable stick training	Prior to lockdown Maths at HWPS was within top 2% of schools nationally. After 18 months of disruption to teaching and learning 30% of disadvantaged children are working below ARE because they didn't have manipulatives for use at home to support learning.	2
Cover supervisors employed to release curriculum leaders	Introduction of a new assessment structure to monitor progress in the Foundation subjects.	2,3
RWI / Launchpad for Literacy/ Phonics Tracker CPD for new members of EYFS team	Baseline assessments indicate that 50% of disadvantaged EYFS children do not have a breadth of vocabulary or phonic awareness appropriate to their age	2, 3
Additional SENDco release time for planning appropriate support plans to meet individual needs	22% of disadvantaged children have SEN and/or medical/intimate care needs	1,2,3

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

Budgeted cost: £10,041 (Catch Up) plus £12,041

Activity	Evidence that supports this approach	Challenge number(s) addressed
Year 6 one-to-one targeted support Jan-May £585 x 5 £2922	16% of the Year 6 class are disadvantaged. Currently only 40% of those children are working solidly at ARE in reading, writing and maths. (With the right targeted 1-1 support, those children (40%) could attain GD and the other children could attain EXS)	2
Catch-up tutoring Years 5,4,3,2,1 £585 x 5 £2922	Our key focus class needs to be Year 5 where 60% of the disadvantaged children are not working at ARE. These disadvantaged children make up 19% of the class. In other classes catch-up tutoring will also be indicated on the class PP plan.	2
Facilitation of SDI in Maths £11639	30% of disadvantaged children are working below ARE in maths. Additional teaching assistants in Maths lessons facilitate small group intervention and times-table stick work	2
1-1 behaviour/teaching assistant for child £10251 (£2000 from PP budget)	One of our disadvantaged children is in receipt of some High Needs Funding £1000 however his needs mean that full-time support in lessons and at unstructured times of the day are necessary for him to access learning and remain safe. A small proportion of the PP funding will be used to contribute to this.	1, 2

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

Budgeted cost: £10534

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Mentor – Thrive/Nurture Forest Schools (plus additional adult) £6275	Numbers of children who are supported by Learning Mentor in Thrive sessions 12: Number of disadvantaged children 9 75% Number of children who are supported in Forest Schools : 1 class per term plus additional group of children who would benefit from additional SEMH	1

	12: Number of disadvantaged children in Forest School group 6: 50% Number of children in Nurture sessions 5 -these children also have additional sport sessions with Xcite and make up 42% of the nurture group	
Worth Unlimited Mentor £1000	Number of children who have additional SEMH support from an external provider: 5 Number of disadvantaged children: 2 40%	1, 4
EWO support purchased/Attendance Officer employed £500	43% of the disadvantaged children have attendance below 95% during 2020-2021 – whilst this may be due to covid issues/ anxiety, we need time and resources to monitor this and respond if necessary.	4
Breakfast Club	Children who are hungry do not perform as well	5
Subsidised visits £450	It is essential our disadvantaged children experience the benefits of being away from home with their peer group in Year 6. School pays for board and lodging costs as a percentage of the trip for disadvantaged children.	5

Total budgeted cost: £ 36,941

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.

End of KS2 data submitted to Delta – based on ‘mock’ 2019 SATS and teacher-assessment		
	Disadvantaged children	Other
Reading EXS	100% (4/4)	93% (25/27)
Reading GD	25% (1/4)	52% (14/27)
Writing EXS	100% (4/4)	89% (24/27)
Writing GD	25% (1/4)	30% (8/27)
Maths EXS	100% (4/4)	89% (24/27)
Maths GD	25% (1/4)	26% (7/27)
Combined	50% (2/4)	44% (12/27)
Combined GD	25% (1/4)	26% (7/27)

As a result of focussed small group Zoom lessons for the disadvantaged children, both during the Spring Term lockdown and the Autumn term (clinically vulnerable adult)

Followed by a good adult:pupil ratio (3:31 full-time) during the summer term and a later date for testing, we were delighted that our disadvantaged children performed so well – scoring higher than national data for 2019 and at EXS outperforming their peers.

In sample tests from previous years for Phonics Screening the disadvantaged child in Year 1 attained the necessary standard in the ‘mock’ 2019 Phonics Screening test, outperforming the ‘other’ children where 89% of the pupils met the standard.

This document is underpinned by the individual class Pupil Premium documents for 2021-2022 which monitor and demonstrate termly progress for disadvantaged pupils in each class.

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
Thrive	Thriveapproach
TT Rockstars	TTRockstars
Mentoring	Worth Unlimited