

## 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	Hinchley Wood Primary School
Number of pupils in school	620
Proportion (%) of pupil premium eligible pupils	5% (35 children) 4 forces children
Academic year/years that our current pupil premium strategy plan covers	3 Years 2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Aisling Hogan
Pupil premium lead	Seanne Wilmot
Governor / Trustee lead	Alex Wilson

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 39,005
Recovery premium funding allocation this academic year	£ 4,495
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 20,860
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 64,360

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is to ensure all disadvantaged children make at least expected progress in their learning regardless of their starting point and reach their full potential. We encourage all staff to have high expectations so that the gap for all disadvantaged children closes and they secure accelerated progress. Children who are already high attainers are encouraged and supported to secure greater depth.

Evidence shows that high quality teaching is one of the most important ways for schools to improve pupil attainment and progress. It is our intention to continue to focus on and provide CPD for all staff. This will ensure that all teachers and TAs are supported in delivering high-quality teaching because we know this is essential to achieving the best outcomes for all pupils, particularly disadvantaged children.

Support for our disadvantaged children is part of our whole school strategy. This includes:

- To provide targeted support through the National Tutoring Programme for pupils whose education has been worst affected by the pandemic, including non-disadvantaged pupils.
- To ensure that teachers are supported with early identification of needs so that these can be addressed and gaps between disadvantaged pupils and non-disadvantaged pupils do not widen.
- To provide support for the mental health and wellbeing of all children. Part of this will include working with parents/carers to provide strategies and advice, including parent workshops.

## Challenges

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

Challenge number	Detail of challenge
<p><b>In each year group there is a small number of pupils eligible for the pupil premium grant. There are no notable common barriers therefore each pupil's unique circumstances are identified and supported through an individualised provision map and support at home.</b></p>	
1- Reading and writing	<p>Internal and external assessments indicate that reading and writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils. Children who had been able to develop reading and writing confidence outside school have a strong advantage  <a href="https://www.jrf.org.uk/sites/default/files/jrf/migrated/files/2123.pdf">https://www.jrf.org.uk/sites/default/files/jrf/migrated/files/2123.pdf</a> -pg4)</p> <p>1a Reading – this is due to limited access to high quality reading resources exacerbating the language gap for disadvantaged pupils.</p> <p>1b Writing - this is due to limited cultural capital</p>
2- High SEND	<p>Data shows that 54% (19 out of 35 children) of disadvantaged children are on the SEND register and therefore have additional learning needs. Provision maps must be joined up to ensure that the support is relevant to the individual needs of each child.</p>
3- Attendance	<p>Data shows that disadvantaged children's attendance is below non disadvantaged children. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress and mental health.</p>
4- Wider opportunities	<p>Disadvantaged pupils do not always have the support from home (financial or other) to enable them to access opportunities within the school including enrichment and extra-curricular activities and also for external educational visits and residential visits. This is often due to a lack of access to disposable income. This has an impact on cultural capital which can in turn hamper attainment and mental health.</p>
5-Mental Health and wellbeing	<p>Given the affluent nature and lifestyle of the majority of the schools intake, our disadvantaged children and families can be left feeling very different. Perceptions of the advantage gap have a significant impact on their mental health and wellbeing. This becomes increasingly evident as children become older.</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
1a. Improved writing attainment among disadvantaged pupils.	End of KS1 and KS2 writing outcomes in 2024/25 show that more than half of disadvantaged pupils met the expected standard.
1b. Increased levels of reading for pleasure as a way to build higher level vocabulary	Provide children with high quality reading books in school and at home. Pupil survey to assess impact. End of KS1 and KS2 internal and external data in 2024/25 shows accelerated progress in reading
2. Increased awareness of all staff of the individual learning needs of pupils with Pupil Premium	Higher Profile given during pupil progress meetings All staff understand and use differentiated strategies as part of high quality teaching to support children to overcome barriers.
3. To achieve and sustain consistent attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>the overall absence rate for all pupils being improved consistently</li> <li>the figure among disadvantaged pupils being no more than *1.5% lower than their non-disadvantaged peers.</li> </ul> <small>*Note: subject to change due to pandemic.</small>
4. All disadvantaged students to have consistent opportunities for enrichment and extra-curricular activities with income and other factors not being a barrier	All disadvantaged students are given the opportunity to attend additional enrichment activities, extra-curricular activities (such as sports clubs) and also have the opportunity to attend educational visits thereby increasing their cultural capital. The pupil premium budget is used to provide these opportunities for disadvantaged children.
5. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>information from student voice, student and parent surveys and teacher observations</li> <li>a reduction in bullying incidents reported on CPOMS</li> <li>a continued increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>

- surveys show the children are happy, feel safe and have a positive attitude towards school shown through anti-bullying surveys and pupil surveys, PSHE sessions and circle time.

## 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: £ 11,859

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality teaching will remain our priority. We will continue to train all school staff on best strategies to support all our learners– through INSET sessions, ongoing CPD and staff meetings including and sharing of good practice through professional improvement groups to ensure a consistent approach	<p>Research from the EEF suggests that high quality teaching and learning will drive up the attainment of all students including disadvantaged pupils.</p> <p>Our focus will remain on training our teachers to plan and teach high quality lessons and to use a range of effective feedback methods to support students. Research also shows that feedback will improve all areas of learning. The impacts are highest when feedback is delivered by teachers.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p> <p>The EEF Guide to Pupil Premium recommends that ensuring every teacher is supported to keep improving, is the key ingredient of a successful school and should be the top priority for Pupil Premium spending. It is our intention to further develop staff professional development programmes at all levels</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</a></p>	All
<p>Purchase of standardised diagnostic assessments – GL assessments</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>It is important to identify common misconceptions, and using diagnostic assessment to uncover them, is an important way to support pupils.</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</a></p>	1a, 1b, 2
Develop a trauma informed school so that individual needs can be recognised and supported	<p>“The investment in the creation of a scientifically informed, compassionate culture and the ‘upskilling’ of individuals will ultimately increase a whole community’s well-being in a sustainable way and reduce the need for specialist psychological provision in the future”</p> <p><a href="https://www.researchgate.net/publication/320584562_Compassion-based_initiatives_in_educational_settings">https://www.researchgate.net/publication/320584562_Compassion-based_initiatives_in_educational_settings</a></p>	5
Early identification of individual needs so	All those who work with young children should be alert to emerging difficulties and respond early. In particular, parents	2

that relevant support and intervention can be put in place.	know their children best and it is important that all practitioners listen and understand when parents express concerns about their child's development. They should also listen to and address any concerns raised by children themselves. DfE and DH (2015) SEN and disability code of practice: 0-25 years, para 5.5 <a href="https://www.foundationyears.org.uk/files/2015/06/Section-4-First-concerns-and-early-identification.pdf">https://www.foundationyears.org.uk/files/2015/06/Section-4-First-concerns-and-early-identification.pdf</a>	
Purchase and training of a DfE validated Systematic Synthetic Phonics programme (Sounds Write) to secure stronger phonics teaching for all pupils.	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: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	11,1b
Purchase high quality texts for children to read at home	Evidence suggests having access to resources and having books of their own impacts on young people's reading attainment <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf</a> <a href="https://literacytrust.org.uk/information/what-is-literacy/">https://literacytrust.org.uk/information/what-is-literacy/</a> "Children who say they have a book of their own are six times more likely to read above the level expected for their age than their peers who don't own a book (22% vs. 3.6%)."	1b

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

Budgeted cost: £ 27,787

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 tutoring for all disadvantaged learners areas of identified gaps. NTP-TBC	On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>	1a,1b,2
Intervention groups led by qualified teachers to support writing, reading and maths needs	Small group tuition has an average impact of four months' additional progress over the course of a year. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	1a,1b,2
Targeted, evidence based interventions led by teaching assistants (	Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>	1a,1b,2

see attached menu of evidence based interventions)		
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 28,644

Activity	Evidence that supports this approach	Challenge number(s) addressed
HSLW support for parents and children	<p>Research has found that parental or family involvement in school-based learning activities is correlated with improved student outcomes. A comprehensive meta-analysis comparing a wide range of educational interventions found that parent involvement had a larger effect on student academic achievement than most other interventions.</p> <p><a href="https://theeducationhub.org.nz/home-school-partnerships-what-the-research-says/">https://theeducationhub.org.nz/home-school-partnerships-what-the-research-says/</a></p>	5,3,4
Support for families at home to ensure learning needs are met	<p>Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from our Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	5,3,4
Improve opportunities for mindfulness and support transitions by using Mind Up programme alongside PSHE	<p>Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year.</p> <p>The study suggests that mindfulness-based SEL intervention can improve psychosocial and behavioural outcomes in young children.</p> <p>Evidence also demonstrates Mind Up's positive impact on academic measures</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/social-and-emotional-learning</a></p>	5,3

**Total budgeted cost: £ 68,290**

## 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.

During this academic year, lots of work went into keeping the school open and as safe as possible within the Covid-19 guidelines. Whilst children were at home during school closures, we ensured that they had weekly support from our HSLW and ELSA.

From April 2021, we ensured that vulnerable students were invited into school, high numbers of children attended and the school had 21 bubbles open. Children who did not attend were given support to attend sessions via Google Classrooms and additional 1:1 TA support to ensure minimal learning interruption.

Personalised provision maps used to track interventions show the progress that individual children have made. 19 out of 36 pupil made expected progress (53%). 16 out of 36 children made accelerated progress (44%).

Attendance data in comparison to national data is inconsistent across the year due to COVID-19-related issues. Whilst there was a -4.8% difference between disadvantaged and the national average in the last half term of 2021, the majority of this absence can be attributed to just 3 pupils.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required for example our HSLW supported families at home. We are building on that approach with the activities detailed in this plan.

### 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
Mind Up	Goldie Hawn Foundation

### 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?	Service children are included in all pupil premium support with a particular focus on pastoral support which was provided by our HSLW and ELSA.

What was the impact of that spending on service pupil premium eligible pupils?

We only had two service children and they both made accelerated progress during 2020-2021.

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