

Haverigg Primary School
Pupil Premium Strategy statement
2021 to 2024



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Haverigg Primary School
Number of pupils in school	165
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2023/2024
Date this statement was published	December 2021
Date on which it will be reviewed	December 2023
Statement authorised by	Mel Narongchai Headteacher
Pupil premium lead	Mel Narongchai Headteacher
Governor lead	Zareena Sheldon disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£32,010
Recovery premium funding allocation this academic year	£3,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£35,010

Part A: Pupil premium strategy plan

Statement of intent

Our intent is to address the effects of the pandemic disruption (that are ongoing and require a longer term approach) on children's emotional wellbeing and learning development which has disproportionately affected disadvantaged children in particular. We intend to improve outcomes for all children by focusing on 'the roots' and adapt the way we teach, accepting that, as school staff, we need to change our approach to ensure a consistently high lesson standards geared to the children's needs and adapted where these needs change.

We intend to value and promote the importance of well-planned and resourced free play/enhanced play throughout the school and provide increased opportunities for children to develop their critical thinking skills, problem solving, sustained attention and language; all essential skill for learning.

Challenges

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

Challenge number	Detail of challenge
1	Ongoing catch up of lost learning and routines caused by school closures and patchy attendance
2	Reduced emotional resilience, self-regulation, self-confidence impacting on motivation and ability to focus and learn
3	Low motivation to learn impacting on basic literacy and numeracy skills
4	limited language and communication skills on entry into Reception resulting in ongoing vocabulary and language deficits impacting on phonics, reading, writing and maths progress and attainment.
5	Rurally isolated impacting on cultural opportunities and experiences.

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
To improve overall quality of teaching across school.	<p>Teaching approaches will be consistent across school.</p> <p>Staff will demonstrate good subject knowledge through clear explanations and effective questioning.</p> <p>Lessons will all be good to outstanding across school as evidenced through drop-ins, observations and discussion with children around their learning and their ability to recall it.</p> <p>Assessments show all children making good progress and disadvantaged children making better than expected progress.</p> <p>Staff will have an ongoing approach to identifying and addressing their own areas of CPD to ensure their teaching continues to improve.</p>
To improve and impact on children's overall mental health, emotional regulation and resilience across school through explicit teaching and a consistent approach with fidelity to key knowledge language and understanding at its core	<p>Access to quality play and resources throughout the early years and KS1 will impact on sustained concentration/focus.</p> <p>Children will be better able to problem solve and think critically through their self-led play, leading to better resilience and ability to self-regulate; children will be able to concentrate and focus better in all areas of their learning as a result of this.</p> <p>Continuing to use the emotion coaching approach – talking children through times of strong and sudden emotions – supporting them through co-regulation and teaching them to problem solve.</p> <p>Address whole school mental health and wellbeing (including staff and parents) to establish a common approach and shared understanding/language.</p>
To raise attainment in Maths through a focus on securing solid and early foundations (good number sense) Maths language and reasoning skills	<p>The number of disadvantaged children achieving expected standard and greater depth by the end of KS2 will increase.</p> <p>Children will make more progress earlier and have good number sense and recall that underpins fluency and problem solving</p> <p>Maths vocabulary will no longer be a barrier to children's mathematical understanding.</p> <p>Children will understand and be able to use mathematical language in their explanations and give reasons for their answers.</p>
To improve phonics and literacy attainment in EYFS, KS1 and KS2 particular focus on disadvantaged children.	<p>Boys will be motivated to write and overall attainment will improve.</p> <p>Language will develop and sustained focus and attention will improve to enable.</p> <p>Children will make good progress earlier – on track sooner</p> <p>Children will be supported through effective scaffolding.</p>
To achieve and sustain improved attendance for	Attendance is at/above national expectation of 96%

<p>all pupils, particularly our disadvantaged pupils.</p>	<p>Learning is continuous and prioritised by parents and they understand the importance of school attendance and we have a reduction in school time holidays.</p> <p>School transport availability for disadvantaged children ensures that children attend regularly</p>
<p>Children will benefit from cultural opportunities and enrichment outside of school – such as residential and trips</p>	<p>Children will have more experiences to draw on and develop more independence and deeper friendships because of these shared experiences.</p> <p>Children will build self confidence and emotional resilience and will look forward to the next residential instead of being apprehensive about a new experience.</p> <p>Children will develop a wider understanding of modern day Britain and be more able to talk about different faiths and beliefs and reflect on their Arts and cultural experiences.</p>

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: £6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD - The Great Teaching Toolkit £2000</p>	<p>Evidence that Quality First Teaching has a disproportionately positive impact on disadvantaged children – if we teach well across school, outcomes for this group of children will improve.</p> <p>Whole school data overview shows a widening gender attainment gap. Language and emotional development appear to be the main underlying reasons for this; further impacted over the past 2 years. Disadvantaged children and those with SEND have been disproportionately affected by disruption and closures and the gap has widened for these groups; of these groups, the majority are boys.</p> <p>The learning landscape over the past 3 years has been uneven and prone to ongoing challenges. Children’s needs are being addressed and impact can be seen, but maintaining a consistent approach continues to be a key factor – avoiding quick decision interventions, which are costly and limited in impact. Lesson visits and regular drop ins have highlighted the need to simply teach well across the board; we need to make each lesson count and improve the quality of our everyday teaching to ensure all children learn effectively and make progress, no matter what learning barriers they may have.</p> <p>Teachers have worked through unprecedented and uncertain times over the past 3 years. We feel that it is only in the last year (2022/23) that we have been able to fully drive forward without interruptions and distractions of absence and attendance issues. We have been able to fully focus on the foundations and develop a consistently high quality of teaching across school; getting even better at these, makes sense. The priority is to value our greatest resource, the staff and their professional development.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p>	<p>1,2,3,4</p>
<p>Effectively implement mastering number programme across EYFS and KS1 (NCETM)</p>	<p>Evidence shows that a good foundation in number supports flexibility in thinking; problem solving and critical thinking skills. Reception play will be enhanced by better mathematical thinking which supports investment in outdoor ‘big play’ equipment.</p>	<p>2, 3</p>

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

Budgeted cost: £20500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further embed Accelerated Reader to support a structured and tracked approach to reading in KS2	<p>Identified as a promising project by the EEF. Consistent and regular used alongside motivating weekly celebrations of 'words read' individual targets and whole school 'words read' targets is promoting reading both at home and school. Children read within the correct range to ensure they develop accuracy and fluency and confidence/enjoyment. Reading more exposes children to a wider range of vocabulary and they read for pleasure. High quality texts are used alongside AR to ensure comprehension skills are developed. Reading is not limited to books on the AR system if children are free readers and have other interests</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader</p>	1,2,4
To improve outdoor play provision in the EYFS	<p>Play based learning is effective in Reception and allows children to develop their problem-solving skills and their critical thinking skills as well as giving them the opportunity to sustain focus and attention on activities that they enjoy building collaborative skills and enhancing relationships.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit</p> <p>Extending this and ensuring play is well planned for, enhances learning and children are aware of why play is important, will further impact on self-regulation, concentration and focus throughout school.</p>	2,4
Clicker Writer purchased for 3 years to support and scaffold writing in KS2 – dedicated SEND iPads	<p>Boys Literacy, in particular writing, across years 3,4,5,6 is being impacted by:</p> <p>Emotional resilience, limited experiences, motivation, dyslexic traits and overall literacy difficulties. Continued and additional phonics targeted group work, additional focus on daily reading is impacting but writing is still a major barrier – the point where multiple skills need to be applied.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	1,2,3,4,

<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	
<p>Boost current phonics and spelling resources as necessary to secure stronger phonics teaching for all pupils (RWI and RWinc Spelling) Ensure all staff have sound skills for teaching phonics and using phonetic knowledge to support the teaching of spelling.</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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1,3,4
<p>Support emotional resilience and wellbeing through targeted Art Lab</p>	<p>This has been running in school for the past 4 years and has a great impact on children’s wellbeing. ‘Art Labbers’ learn about artists and designers and create artworks using material that promote awe and wonder/fascination. The process is the important part, not a finished piece. Anecdotal evidence is collected from children and parents which is positive and references the impact on self-confidence and overall wellbeing</p> <p>EEF teaching toolkit – impact of Arts participation</p>	1,2,3,5

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

Budgeted cost: £6500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidising residential trips and day trips.	There is strong evidence to show that children who do not attend school residential trips or school day trips will have a deficit in their	5

	<p>'cultural capital' which has a negative long-term effect on higher ability disadvantaged pupils. Our rural isolation means low income families struggle to provide a range of experiences for their children beyond our locality.</p>	
<p>Further improve the quality of social and emotional (SEL) learning.</p> <p>Implement 'My Happy Mind' across the whole school community 2023/24</p>	<p>Whole school mental health and wellbeing (including staff and parents) will establish a common approach and shared understanding/language.</p> <p>Evidence shows that building emotional vocabulary supports the ability to develop self-regulation strategies and positive self-talk</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/primary-sel/EEF_SEL_Summary_of_recommendations_poster.pdf?v=1694928406</p>	1,2,3,4
<p>SMHL to complete a 3 day 'ARTiculate' training course with the BAAT (Art Therapists) Autumn term 2023/24. To further support and better enable Art as a vehicle for building emotional resilience.</p>	<p>Whole school mental health and wellbeing (including staff and parents) will establish a common approach and shared understanding/language.</p> <p>Evidence shows that building emotional vocabulary supports the ability to develop self-regulation strategies and positive self-talk</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/primary-sel/EEF_SEL_Summary_of_recommendations_poster.pdf?v=1694928406</p>	1,2,3,5
<p>School transport</p>	<p>Providing transport for disadvantaged children has impacted already on attendance and ensured that school routines become embedded and learning consistent and uninterrupted.</p>	1,2,3

Total budgeted cost: £33,500

Remaining budget this year £1510

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 2022 to 2023 academic year.

Review 2022/23

To improve overall quality of teaching across school.

GTT – has supported a deeper understanding of how we build on learning and structure progression effectively. Teaching in classrooms shows a consistent approach to recalling and retrieving learning (assessing what the children know and don't know yet). Observed lessons evidenced this. In Maths (links to outcome below) structuring effectively is essential and the impact of this can be seen in the end of KS results.

EYFS maths results were 91% achieved the ELG for number

KS1 maths results were – 74% (national 72%) reached expected standard

KS2 Maths results were – 81% (national 73%) reached expected standard

KS2 Maths results Disadvantaged Children – 50% reached expected standard. High average scaled score in maths – 99 reflects the progress made by all disadvantaged children.

Reading progress – 85% of disadvantaged children from EYFS to Year 6 made 6+ steps progress (6 steps = expected progress) 50% made better than expected progress 7 or more steps.

To improve and impact on children's overall mental health, emotional regulation and resilience across school through explicit teaching and a consistent approach with fidelity to key knowledge language and understanding at its core.

Work on mental health and emotional regulation has been ongoing over this academic year with 1:1 intervention in place led by our ELSA. In classrooms we have regulation zones and check-ins. Emotion coaching. Whole school approaches are led through assemblies and compliment the RHE curriculum. ART LAB sessions have run over the year and disadvantaged children have been targeted. Anecdotal evidence shows parents and children feel the experimental and creative focus supports resilience and challenges emotional regulation as not all mediums are controllable – the process becomes the focus.

To raise attainment in Maths through a focus on securing solid and early foundations (good number sense) Maths language and reasoning skills.

See attainment above.

EYFS maths results were good in 2023 (number). KS1 and KS2 greater depth was low. Further intervention is needed to secure good number sense earlier down the school so that skills can be built on and increase the number of children achieving GD by the end of KS2.

To improve phonics and literacy attainment in EYFS, KS1 and KS2 particular focus on disadvantaged children.

RWinc – impact of RWI is positive with 100% of disadvantaged children reaching the expected stage for the end of EYFS.

Clicker writer impact – 75% boys achieved exp standard in KS2 writing (2023). 50% of disadvantaged children achieved expected standard in writing (All disadvantaged children were on the SEND register)

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.

Overall attendance last year remains above the national average. Disadvantaged children were also above the national average although below their peer groups. Holidays in term time continue to be taken by families.

Children will benefit from cultural opportunities and enrichment outside of school – such as residential and trips

Impact on children and families is positive and feedback from families is positive – building confidence and providing experiences that they can draw on in their learning.

Externally provided programmes

Programme	Provider
Drawing and talking therapy	Family Action