

**HAVERIGG PRIMARY SCHOOL**  
**PUPIL PREMIUM**  
**STRATEGY STATEMENT**  
**2021 - 2024**



## 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	Haverigg Primary School
Number of pupils in school	166
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Mel Narongchai Headteacher
Pupil premium lead	Mel Narongchai Deputy Headteacher
Governor lead	Zareena Sheldon disadvantaged pupils

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22,830
Recovery premium funding allocation this academic year	£3,335
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
WELL funding	£4,500
<b>Total budget for this academic year</b>	<b>£30,665</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Our intent is to address the effects of the past 2 years 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 standard geared to the children’s current needs.

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	Impact of lost learning and routines during the pandemic.
2	Interrupted attendance stalling learning and momentum
3	Reduced emotional resilience, self-regulation, self-confidence impacting on ability to focus and learn
4	Low motivation to learn impacting on basic literacy and numeracy skills
5	Poor language and communication skills on entry into Reception resulting in ongoing vocabulary and language deficits.

## 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.	Teaching approaches will be consistent across school.

	<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 develop language, self-regulation and resilience across the EYFS, KS1 and KS2 through quality, well planned continuous and enhanced provision (more play)	<p>Access to quality play and resources throughout the early years KS1 and KS2 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>Staff will know when to enhance play</p>
To raise attainment in Maths through a focus on 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>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 literacy attainment in KS1 and KS2 with particular focus on disadvantaged children - boys in particular	<p>Boys will be motivated to write and overall attainment will improve. Language will develop and sustained focus and attention will improve to enable</p>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Attendance is at/above national expectation of 96%</p> <p>Learning is continuous and prioritised by parents and they understand the importance of school attendance</p> <p>School transport availability for disadvantaged children ensures that children attend regularly</p>
Children will benefit from additional opportunities outside of school – such as residential and trips	<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>

## 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: £11,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD - The Great Teaching Toolkit £2000 + £3000</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 looks very different at present, children’s needs are wide and varied and because of this there is a temptation to put an array of quick decision interventions in place, 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 or how they have been affected over the past 2 years.</p> <p>Teachers have worked through unprecedented and uncertain times over the past 2 years. They have been unable to drive forward and have had to adjust and compromise the curriculum to ensure they could provide learning both at home and at school; teaching approaches have had to be adapted. Focusing on the foundations and developing a consistently high quality of teaching across school, and getting even better at these, makes sense. The priority is to value our greatest resource, the staff and their professional development.</p> <p><a href="#"><u>EEF research report – self regulated learning and meta-cognition</u></a></p>	<p>1,2,4</p>

<p>Additional teacher employed for school led tutoring</p> <p>£6000</p>	<p>6 ½ additional hours per week over the academic year is enabling focused group work in maths targeting disadvantaged children in year 4</p> <p>Evidence shows that a well-planned, small group focus which builds on small steps of learning and provides quality feedback will impact positively on learning and motivation.</p> <p>Effective feedback has been proven to have a very high impact based on extensive evidence.</p> <p><a href="#">EEF research report - Feedback</a></p>	<p>1,2,3,4</p>
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £17,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Accelerated reader</p> <p>£3900</p>	<p>Identified as a promising project by the EEF.</p> <p>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.</p> <p>Children read within the correct range to ensure they develop accuracy and fluency.</p> <p>Language and vocabulary quizzes are supporting language development</p> <p><a href="#">EEF – promising project/evidence review</a></p>	<p>1,2,4</p>
<p>To provide continuous and enhanced play provision throughout school</p> <p>£4,900 + £3000</p>	<p>Prior to the covid pandemic we had recognised that, year on year, children were starting school with increasingly more communication and language needs and increasing less resilience and ability to self-regulate for their age. This impacted on them throughout KS1 and is still the case; exacerbated by the covid pandemic.</p> <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.</p> <p><a href="#">EEF - Early years' toolkit</a></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>	<p>3,5</p>

<p>Purchase 10 dedicated Chromebooks and install clicker8 to enable writing activities to be more accessible and allow children to enjoy developing their ideas as opposed to being overwhelmed by the writing process itself.</p> <p>£3500 + £900</p>	<p>Boys Literacy, in particular writing, across years 3,4,5 is being impacted by several barriers: Emotional resilience, limited experiences, motivation, dyslexic traits and overall literacy difficulties. Continued and additional phonics targeted group work, additional focus on daily reading and spelling is impacting but writing is still a major barrier – the point where multiple skills need to be applied. Current progress is slow and the gap is continuing to increase. Currently: in year 3 we have 18% of boys working at or above age expectations In year 4 we have 0% of boys working at or above age expectations In year 5 we have 9% of boys working at or above age expectations</p>	<p>1,2,4</p>
<p>Art Lab – emotional resilience and wellbeing through experimental art activities including working with ceramic specialists,</p> <p>£1000</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.</p> <p>We received Arts Mark silver award based on the impact of this intervention</p> <p><a href="#">EEF teaching toolkit – impact of Arts participation</a></p>	<p>1,2,3</p>

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

Budgeted cost: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Subsidising residential trips and day trips.</p> <p>£1500</p>	<p>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 ‘cultural capital’ which has a negative long-term effect on higher ability disadvantaged pupils.</p>	<p>3</p>
<p>School transport</p> <p>£1500</p>	<p>Providing transport for disadvantaged children has impacted already on attendance and ensured that school routines become embedded after</p>	<p>1,2,3</p>

**Total budgeted cost: £31,200**

## 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.

- Devices bought and supplemented by DfE devices enabled all children to access online learning throughout lockdown and engage in additional tutoring and access to Google classroom.
- Staff CPD was focused on virtual courses – Maths, being a priority area was a focus. Additional training was provided through the WELL compelling menu offer; we accessed Digital learning, Best use of teaching assistants and behaviour for learning training – all of which has impacted well on staff and filtered into school's current improvement planning cycle.
- Read, Write inc provided high quality phonics provision which enables all children to maintain prior learning when in school. Staff created personal virtual lessons to use during home learning periods.
- Transport enabled children to attend school when able and ensured that attendance was as good as it could be when school was open
- Additional teaching staff supported intervention groups allowing children to work revisit and recover lost learning – year 6 were targeted to ensure they were as secondary ready as they could be.
- Additional Teaching assistants supported the disadvantaged children and focused on small step learning that was secured before moving on – these groups were well planned and high-quality focusing on reading, maths and phonics catch-up.
- Additional teaching assistant hours enabled additional nurture groups to be set up to impact on emotional wellbeing.
- Art Lab continued to provide targeted children with creative experiences that promoted and developed self-confidence and resilience and addressed accepting mistakes and moving on.

### Externally provided programmes

Programme	Provider



