

Haverigg Primary School

Pupil Premium Strategy statement

2024 to 2027



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2027 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	175
Proportion (%) of pupil premium eligible pupils	7.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 to 2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
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	£28,820
Recovery premium funding allocation this academic year	£2,485
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£31,285

Part A: Pupil premium strategy plan

Statement of intent

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 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 play and outdoor activities/enrichment throughout the school and provide increased opportunities for children to develop their critical thinking skills, problem solving, sustained attention and language; all essential skills for learning.

We intend to prioritise mental health and emotional well-being to provide children with the understanding and strategies to regulate their emotions and manage their responses and reactions more steadily and effectively; this will impact on their learning, progress and ultimately their attainment as they move through primary school and into secondary school.

Challenges

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

Challenge number	Detail of challenge
1	Reduced emotional resilience, self-regulation, self-confidence impacting on motivation and ability to focus and learn.
2	Low motivation to learn impacting on basic literacy and numeracy skills
3	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 overall attainment.
4	Increasing numbers of children who struggle to think critically; reason mathematically and apply maths knowledge to problem solving; apply inference skills to reading.
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.	<ul style="list-style-type: none"> Teaching approaches will be consistent high across school. Staff will demonstrate good subject knowledge through clear explanations and effective questioning. Lessons will all be good to outstanding across school as evidenced through video observations, drop-ins, observations and discussion with children around their learning and their ability to recall it. Assessments show all children making good progress and disadvantaged children making better than expected progress. Staff will identify and address their own areas of CPD to ensure their teaching continues to improve – ongoing training will be through the Great Teaching Toolkit.
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	<ul style="list-style-type: none"> Access to quality play and resources throughout the early years and KS1 will impact on sustained concentration/focus. 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. 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. Address whole school mental health and wellbeing (including staff and parents) to establish a common approach and shared understanding/language.
To develop children's critical thinking skills and ability to reason.	<ul style="list-style-type: none"> Children will be able to reason and apply learning more effectively – resulting in more children achieving expected standard at the end of KS2 and increased greater depth in reading and maths.
To embed and maintain improvements in phonics and reading attainment in EYFS, KS1 and ensure children start KS2 on track.	<ul style="list-style-type: none"> Half termly assessments support effective groupings and identify children who need additional 1:1 phonics and reading tutoring early. Tracking shows that the majority of children are making good progress and are on track or beyond at each assessment point. Staff training is up to date and session delivery monitored ensuring teaching of phonics and reading is of a consistently high standard. Children in KS2 who still require 1:1 catch-up are timetabled for daily sessions to fast track progress (assessed and monitored as above).

	<ul style="list-style-type: none"> Accelerated reader effectively supports readers through KS2: reading progress is monitored and assessed to ensure children are reading at an effective level. End of KS2 SATs results continue to improve with the aim of all children transferring to secondary school reading at age expectations or above.
To raise overall attainment in writing so that children leave primary school as confident writers.	<ul style="list-style-type: none"> The number of disadvantaged children achieving expected standard and greater depth by the end of KS2 will increase. Children will have opportunities to record their ideas in enabling ways. Artsmark application will link into this to further support creative writing experiences working with the Wordsworth Grasmere
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> Attendance is at/above national expectation of 96% Learning is continuous and prioritised by parents and they understand the importance of school attendance and we have a reduction in school time holidays. School transport availability for disadvantaged children ensures that children attend regularly
Children will benefit from cultural opportunities and enrichment outside of school – such as residential and trips	<ul style="list-style-type: none"> Children will have more experiences to draw on and develop more independence and deeper friendships because of these shared experiences. Children will build self-confidence and emotional resilience and will look forward to the next residential instead of being apprehensive about a new experience. 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.

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: **£4,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD - The Great Teaching Toolkit	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.	1,2,3,4

	<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>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p>	
Effectively develop mastering number programme across EYFS, KS1 and KS2 (NCETM)	<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>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p>	3,4

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

Budgeted cost: £16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Clicker Writer purchased for 3 years to support and scaffold writing in KS2 – dedicated SEND iPads</p> <p>£2000</p>	<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

<p>Embed and build on early reading and phonics improvements</p> <p>£1500 £3000 £5000</p> <p>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>	1,2,3
<p>Further embed Accelerated Reader to support a structured and tracked approach to reading in KS2</p> <p>£4500</p>	<p>Identified as a promising project by the EEF. Consistent and regular use 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 and confidence/enjoyment.</p> <p>Reading more exposes children to a wider range of vocabulary and they read for pleasure. This also impacts on writing, sentence structure and grammar</p> <p>High quality texts are used alongside AR to ensure comprehension skills are developed.</p> <p>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>	1,2,3

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

Budgeted cost: £7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Subsidising residential trips, day trips, workshops</p> <p>£4000</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. Our rural isolation means low income families struggle to provide a range of experiences for their children beyond out locality. Working with Arts partners such as Wordsworth Grasmere.</p> <p>EEF teaching toolkit – impact of Arts participation</p>	5

<p>Continuing to develop emotional resilience and wellbeing through My Happy Mind and targeted Art Lab.</p> <p>£2500 + £500</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>Improving Social and Emotional Learning in Primary Schools EEF</p> <p>My Happy Mind – has been implemented across school and addresses 5 main areas of emotional wellbeing/mental health:</p> <p>Meet Your Brain Understanding how your brain works and growth mindset.</p> <p>Celebrate Understanding unique character strengths and learning to celebrate them.</p> <p>Appreciate Understanding why gratitude matters and that it is key to wellbeing and resilience.</p> <p>Relate Understanding why positive relationships matter and how to build them.</p> <p>Engage Understanding how to set meaningful goals that matter and how to keep resilient in times of challenge. This module is all about building self-esteem and resilience too.</p> <p>Art Lab - 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>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>	<p>1,2,3,4</p>
<p>Further development of outdoor activities.</p> <p>£3000</p>	<p>Develop outdoor learning activities further to support critical thinking skills, emotional wellbeing. These will be offered as part of an enrichment program that will run each Friday afternoon</p> <p>In school we have a significant number of children who need additional support with their emotional resilience and wellbeing. Our SEND register</p>	<p>1,2,3,4</p>
<p>Opportunity to work with The Royal Northern College of</p>	<p>Year 3 children (beginners) will take part in additional brass tuition over the autumn and Spring terms of 2024/25 academic year. These sessions</p>	<p>1,5</p>

Music to further enhance brass provision in school £0	will be taught by the tutors and students of the RNCM. Evidence to support	
--	---	--

Total budgeted cost: £30,000

Remaining budget this year £1,285

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 2023 to 2024 academic year.

Review 2023/24

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 GLD – 70% - an increase from 2022/23

EYFS maths – 93% achieved ELG for Maths

KS2 Maths results were – 87% (reached expected standard)

KS2 Maths Results Disadvantaged Children – 60% reached expected standard; increasing from 50% in 2022/23

Reading progress – 60% of disadvantaged children reaches expected standard increasing from 25% in 2022/23

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. 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. My Happy Mind is being looked at to further support emotional wellbeing and mental health – to provide a consistent and common language/understanding.

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). KS2 greater depth remains 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. Mastering number in year 4 and 5 has already begun, - additional 15 minutes per day.

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 – 87% boys achieved exp standard in KS2 writing (2024). 60% of disadvantaged children achieved expected standard in writing. 100% disadvantaged boys achieved expected standard in writing (2024)

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 residentials 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