

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	Hendreds CE Primary School
Number of pupils in school	145
Proportion (%) of pupil premium eligible pupils	7.59% (11 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 2021 to 2022
Date this statement was published	December 2021 (Updated May 2022)
Date on which it will be reviewed	September 2022
Statement authorised by	Lisa Rees, Headteacher
Pupil premium lead	Lisa Rees, Headteacher
Governor / Trustee lead	Jamie Barton, governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£14,795
Recovery premium funding allocation this academic year	£2,000
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	£16,795

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Part A: Pupil premium strategy plan

Statement of intent

At Hendreds Primary School our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. We recognise the strengths of each individual and make every effort to ensure children feel happy, valued and safe.

The focus of our pupil premium strategy is therefore to support disadvantaged pupils to achieve those goal, including progress for those who are already high attainers or working at age related expectations. Our aim is that disadvantaged children will make good progress and will leave our school with increased levels of self-confidence, self-belief, and the tools to continue to achieve well academically.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure high quality teaching has the biggest impact on children's learning and particularly the most disadvantaged
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- the needs of individuals are considered, including the impact of any SEND/SEMH needs
- act early to intervene at the point need is identified with all decisions and actions considering the impact on disadvantaged children first
- Support for activities, educational visits and residential. Ensuring children have cultural capital and experience to use their learning from the classroom.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils through our own assessment and monitoring, and from national studies.

1	Attendance: episodes which mean a child misses a sequence of lessons.
2	Children who join us from other schools; identifying and closing gaps due to previous experiences.
3	Disruption or lack of capacity in families or schools to provide experiences which develop social capital

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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
1	To achieve and sustain improved academic achievement (progress and attainment) for all pupils in our school so that gaps are closed , particularly our disadvantaged pupils.	Most disadvantaged children will make appropriate levels of progress and attainment. Academic outcomes for disadvantaged children will improve, the majority making expected or greater progress with additional support and intervention.
2	To achieve and sustain improved wellbeing and inclusion for all pupils in our school, particularly our disadvantaged pupils.	There will be an increase in access to opportunities offered and participation in enrichment activities, for example: breakfast and after school club, school counselling services, sporting events, music tuition, particularly among disadvantaged pupils.
4	To ensure children who have moved schools are well supported, particularly disadvantaged children.	Progress is monitored by teachers daily and by senior staff at least weekly. In-class teaching support is offered across the school and reviewed in half termly pupil progress meetings. Specific emotional support from teachers and TAs will be observed in everyday practice.
5	Provision of a curriculum which acknowledges the importance of 'social capital' for all children. This is so that children will have experiences beyond their school and home life upon which to build a wider understanding of the world.	Curriculum design will continue to incorporate opportunities for wider cultural experiences. Enriched curriculum design will be content rich.

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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: £5,150

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure appropriate level of knowledge amongst support staff - TA training	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	2, 3
Emotional/counselling support for children if required so children are ready to learn emotionally	Education Endowment Foundation -" interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school."	1, 2, 3

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

Budgeted cost: £11,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deployment of support staff to deliver targeted curriculum interventions in addition to high quality class teaching.	School assessment identified gaps. Lower readiness to access age related content EEF COVID 19 Intervention guidance EEF Pupil Premium Guide	2
1:1 support and small group intervention	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	2

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

Budgeted cost: £645

Activity	Evidence that supports this approach	Challenge number(s) addressed
Opportunities for music lessons, residentials, trips, sporting involvement and breakfast/after school club	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	1, 2, 3

Total budgeted cost: £16,795

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Part B: Review of outcomes in the previous academic year

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This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

- Exceptionally small number of PP (below 6) pupils at KS2; not appropriate to publish Hendsreds attainment data.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year.

Programme	Provider
None	