

## 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	Hindley Junior and Infant School
Number of pupils in school	204 (October 21)
Proportion (%) of pupil premium eligible pupils	79 children (39%) in October 21
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022 2022-2023 2023-2024
Date this statement was published	October 2021
Date on which it will be reviewed	December 2021 April 2022 July 2022
Statement authorised by	Caroline Thompson
Pupil premium lead	Stephen Wallace, Headteacher
Governor / Trustee lead	Caroline Thompson

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£103,150
Recovery premium funding allocation this academic year	£10,782
School led tutoring	£ 8,100
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£122,032</b>

# Part A: Pupil premium strategy plan

## Statement of intent

To prioritise our spending, we have adopted a tiered approach in line with the expert and research informed guidance to define our priorities and ensure balance. Our tiered approach comprises of the three categories suggested:

1. **Teaching:** We recognise that the EEF state that the best way of improving outcomes for pupils is by reducing the variation in teaching quality as this has a disproportionately positive impact upon the outcomes of disadvantaged learners. Our strategic aims are to increase attainment in all year groups, specifically in Literacy, Reading, Writing and Phonics, to improve academic outcomes for disadvantaged pupils.
2. **Targeted academic support:** Some pupils may require additional support to achieve their potential. Whilst maintaining high expectations, we utilise relevant research and our professional knowledge to identify strategies and evidence-informed interventions that address gaps in pupils' learning and facilitate accelerated progress, particularly in reading as this is the bedrock to learning in all areas of the curriculum. Early reading is prioritised at school and is the foundation for all learning.
3. **Wider strategies:** We believe it is important that disadvantaged pupils are not viewed as a homogenous group; instead, we identify individual pupils' barriers to learning so these can be overcome through providing targeted support and establishing strong, positive links with pupils, their families, and our wider school community.

### ***Our ultimate objectives are as followed:***

- Continue to narrow the attendance gap between disadvantaged pupils and their peers. If children do not attend school regularly, this obviously hinders academic progress.
- Close the attainment gap between disadvantaged pupils and their peers.
- Provide children with experiences and opportunities to allow them to contextualise their learning, build their schema and broaden their horizons and ambitions.

### ***How does our current pupil premium strategy plan work towards achieving these objectives?***

- Provide Quality First Teaching for every child in school by having effective adults (teachers and LSAs) in every class.
- Provide targeted academic support for pupils who are not making the expected progress.
- Address non-academic barriers to attainment including attendance and attitudes.

## Challenges

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

Challenge number	Detail of challenge
1	Historical poor attendance (recently has been much improved, but now need to maintain)
2	Attainment on entry to Reception is below age-related expectations for almost all pupils, and in some instances significantly so.
3	Limited language skills. Acquisition is poor due to narrow life experiences (worsened by COVID pandemic) and 'language deficit' environment at home.
4	Limited experience and wider knowledge/awareness of the world resulting in children's capacity to contextualise their learning and build up their own personal schema and 'cultural capital'.
5	Pupils, particularly the younger children, not being 'ready to learn' in class and demonstrate poor learning skills such as difficulties with attention, organisation, commitment and resilience: impacted by inconsistent routines and expectations at home and by the inconsistencies in educational routine due to COVID.
6	Low aspirations from children and parents/carers.

## 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
Maintain recently improved attendance figures	<ul style="list-style-type: none"> <li>Attendance of pupil premium children will be at least in line with non-pupil premium children.</li> <li>Attendance of PP children will be broadly in line with 96%</li> <li>Attendance of PP children will be better than national average for non PP children.</li> </ul>
Good standard of phonics throughout Reception and Key Stage 1	<ul style="list-style-type: none"> <li>All staff who deliver phonics will have ongoing CPD.</li> <li>Monitoring of phonics teaching will demonstrate consistently good practice.</li> </ul>

	<ul style="list-style-type: none"> <li>• Children who are falling below the expected standard will have targeted academic support.</li> <li>• Pupil Premium children will demonstrate good rates of progress in terms of phonics knowledge and application.</li> <li>• Achieve at least in line with national expectations regarding Phonics Screening Checks.</li> </ul>
Accelerated rates of progress made in the Reception class.	<ul style="list-style-type: none"> <li>• Reception children will make good progress in all areas of learning (demonstrated through progress matrices/internal tracking) and the progress of PP children will be comparable with non PP children. .</li> </ul>
The number of children achieving the expected standard in Reading, Writing and Maths will increase as cohorts move through school.	<ul style="list-style-type: none"> <li>• Achieve positive (greater than 0) national average progress scores at the end of KS2 in reading, writing and maths.</li> <li>• The % of PP children working at the expected and Greater Depth Standard will increase as children move through school, particularly KS2.</li> </ul>
The quality of teaching is consistently of a good quality and evidence-informed strategies are embedded in line with school's agreed approaches.	<ul style="list-style-type: none"> <li>• Professional development offer to staff is evidence-informed.</li> <li>• Monitoring of the quality of teaching will demonstrate that teaching is consistently good.</li> <li>• Ongoing CPD offered to staff.</li> </ul>
Language acquisition will improve.	<ul style="list-style-type: none"> <li>• Vocabulary will be specifically taught throughout school in each subject.</li> <li>• Language screening assessments (Wellcom) will demonstrate improvements in pupil vocabulary.</li> </ul>
The pastoral needs of children will be supported effectively: behaviour and well-being	<ul style="list-style-type: none"> <li>• Appropriate staff will be equipped with the necessary skills and knowledge to effectively support children's wellbeing and mental health.</li> <li>• Children can apply self-regulation strategies to support themselves.</li> <li>• Staff, particularly the learning mentor, will work successfully with individual families to break-down barriers to learning. Resulting in improved</li> </ul>

	attendance, punctuality, behaviour, behaviour and/or mental health/well-being.
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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: £27,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to embed a consistent evidence-informed school approach for teaching of Reading and vocabulary, and ensure that the RWI phonics programme is consistently embedded and delivered for teaching early-reading.	EEF T&L Toolkit: Phonics (+ 5 months)  EEF T&L Toolkit: Reading Comprehension strategies (+6 months)	2 3 5
Ensure all staff who deliver phonics teaching are fully trained (Read-Write-Inc) and access regular ongoing CPD through Early Reading lead/RWI consultant.	EEF/Research School Network Partnership 'Making the Difference for Disadvantaged Learners' CPD – Investment in teaching should be top priority.  EEF T&L Toolkit: Phonics (+5 months)	2 3 5
Regular staff CPD sessions delivered by SLT, subject leaders and external consultants based on improving the quality of teaching and learning based on Cognitive Science in the classroom ‘	EEF/Research School Network Partnership 'Making the Difference for Disadvantaged Learners' CPD – Investment in teaching should be top priority.  <i>Cognitive Science Approaches in the Classroom: A review of evidence. (EEF)</i>	2 3 4 5 6
Provide children with experiences linked to curriculum to support their academic learning and enable them to contextualise learning - endeavouring to build their individual schema and cultural capital	EEF T&L Toolkit: Social and emotional learning (+4months)	4 3 1
Ensure all year groups have at least one LSA supporting the	EEF guidance Report 'Maximising the impact of TAs': "Schools should	2

class teacher. Deploy LSAs on a needs basis throughout school.	try and organise staff so that the pupils who struggle most have as much time with the teacher as others...and the needs of pupils are addressed, first and foremost through high quality classroom teaching.”	3 4 5 6
	EEF Toolkit: Teaching Assistant Intervention (+4 months)	

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

Budgeted cost: £70,032

Activity	Evidence that supports this approach	Challenge number(s) addressed
Target key year groups (Y5 and Y6) with smaller group teaching for Reading, Writing and Maths.	EEF guidance Report ‘Maximising the impact of TAs’: <b>“Schools should try and organise staff so that the <u>pupils who struggle most have as much time with the teacher</u> ...and the needs of pupils are addressed, first and foremost through high quality classroom teaching.”</b>  EEF T&L Toolkit: Reducing class size (+2 months)	3 4 5
LSAs employed to deliver evidence informed Speech and language interventions (e.g. NELI and/or Wellcomm) in Reception/Year 1.	EEF T&L Toolkit: Oral language interventions (+6 months)  EEF Toolkit: Teaching Assistant Intervention (+4 months)  EEF T&L Toolkit – Early Years Interventions (+5 months)	3 2 5
LSAs employed to deliver specific interventions/ precision monitoring with identified children throughout school.	EEF T&L Toolkit: Teaching Assistant Intervention (+4 months)  EEF T&L Toolkit: Early Years Interventions (+5 months)	2 3 5 6

Employ three LSAs to listen to children read daily across all afternoons (KS1, LKS2 and UKS2).	EEF T&L Toolkit: One to one tuition (+5months)	6 5 3 2
Interventions/booster clubs delivered outside of normal school hours for identified children. Delivered by experienced in-school teachers.	Extending school time (+3 months)  Small group tuition (+4 months)	6 3 5 2

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

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
HT & Learning Mentor monitors attendance and punctuality of children (daily, weekly, half termly) and responds appropriately: organising appropriate rewards and incentives; carrying out home visits when required, leading school-led Early helps plans and supporting parents (and children) to ensure attendance is good.	Students who attend school regularly have been shown to achieve at higher levels than students who do not have regular attendance. (Various sets of data Gov.uk)  EEF T&L Toolkit: Parental Engagement (+4 months)	1 4 6
Learning Mentor works with external agencies to support families to overcome individual barriers to learning e.g. attendance, punctuality, welfare, behaviour, mental health, safeguarding concerns etc.	EEF T&L Toolkit: Parental Engagement (+4 months)	1 6 5
Improve staff knowledge and understanding of pupil well-being, socio-emotional needs and mental health through professional development.	EEF T&L Toolkit: Social and emotional learning (+4 months)	1 5
Ensure that parents/carers are kept up to date with school expectations and provide them with the knowledge to help their children at home, academically and emotionally (e.g. running	EEF T&L Toolkit: Parental engagement (+4 months)	6 5 2 1



parent workshops in school, regular communication via online platforms)		
Every child in school will have the opportunity to learn a tuned instrument (ukulele) and perform in front of an audience	EEF T&L Toolkit: Arts participation (+3 months)	6 5 4 3 1
Enhance the after-school curriculum offer (e.g sports clubs, gardening club, choir, art club and enrichment trips to theatre and live sporting events) to engage children.	EEF T&L toolkit: Arts/Sports Participation (+2 months)  Many children have limited experiences and rarely travel outside of their immediate surroundings. Breadth and depth of experience will help to strengthen knowledge and underrating of the world.	6 1 3 4

**Total budgeted cost: £122,032**

## 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.

#### Attendance

Attendance of Pupil Premium children for 2020-21 was 96.1% overall. This significantly improved compared to the previous years. The attendance gap between PP and non-PP had closed too compared to previous years.

#### Key Stage 2 data (Invalidated due to COVID)

*100% of Pupil Premium children, in Reading, Writing and Maths, at least maintained their end of KS1 standard. For example if a child was WTS at the end of SK1, they were at least WTS at the end of SK2, and if they were expected at the end of SK1, they were at least expected at the end of KS2.*

- In reading and writing, 38% (3/8) of PP children made accelerated progress.
- In maths, 63% (5/8) made accelerated progress.

**See 2020-21 Pupil Premium Strategy for more details on impact of 2020-21.**

### 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
Read Write Inc. Phonics	Read Write Inc. Ruth Miskin Training
Times Table Rock stars	Times Table Rock stars
The Design & Technology Association membership	The Design & Technology Association
The Geographical Association Membership	The Geographical Association
The Historical Association Membership	The Historical Association
Literacy Shed + membership	Literacy Shed +

