



Pupil Premium Strategy Statement

Hambrook Primary School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	203
Proportion (%) of pupil premium eligible pupils	3.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Sept 2022-Sept 2025
Date this statement was published	November 2022
Date on which it will be reviewed	March 2023 & July 2023
Statement authorised by	Jennifer Rubel
Pupil premium lead	Emma Cholmondeley
Governor / Trustee lead	Mark Dee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£11,080
Recovery premium funding allocation this academic year	£2,000
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£13,080

Part A: Pupil premium strategy plan

Statement of intent

At Hambrook Primary School, we have high aspirations for all of our children. Regardless of their starting point, we are determined to ensure every child realises their full potential and is supported to overcome obstacles to achievement. We have a culture of high expectations for all our children but aim to ensure that our pupil premium children are supported to excel in all areas.

The aim of our new three-year pupil premium strategy is to significantly diminish the difference in attainment and progress between pupil premium and non-pupil premium pupils at our school and by the national comparator. High-quality teaching and positive relationships 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.

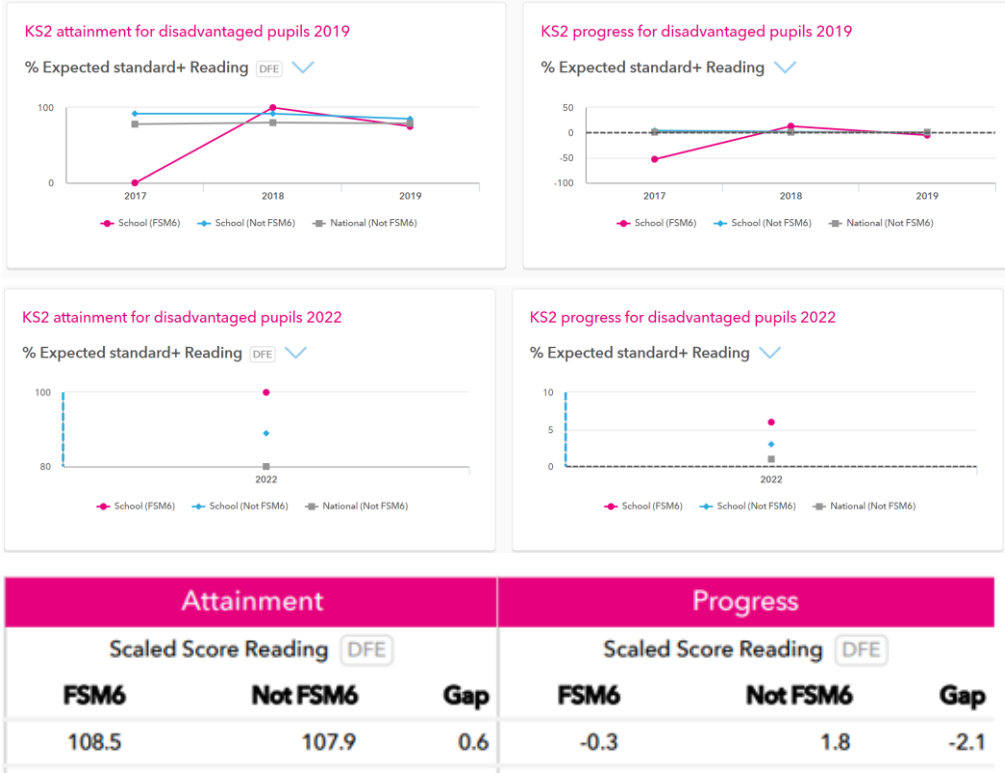
In 2022-23, we intend to prioritise deepening out staff's confidence and knowledge of how best to support disadvantaged learners to make accelerated progress through coaching and more targeted use of assessment and data in our pupil premium meetings. Additionally, we aim to develop teachers' practice in the teaching of vocabulary and reading, and provide high quality feedback to learners, as we know from evidence both within school and outside that language development is a key barrier to attainment and that effective feedback from adults can make a sizeable impact on progress.

We also recognise that our disadvantaged children often have less prior knowledge and experiences compared with their peers and that this can impact on their ability to access the full curriculum. We will fully review our whole curriculum and wider enrichment offer to ensure that disadvantaged children have the same opportunities to acquire knowledge, vocabulary and important life skills.

Our approach will be responsive to the individual needs of our disadvantaged children and informed by diagnostic or observational assessment. The approaches we have adopted complement each other to help pupils be the best they can be. Our strategy intends to ensure disadvantaged pupils are successful in the challenging work they are set, encourage early intervention and develop a whole school culture where all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge																								
1	<p>Assessments, observations, and discussions with pupils indicate some underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils.</p> <p>The gap between Pupil Premium and non-disadvantaged children in attainment and progress in reading has lessened, but reading attainment and progress is less than that in maths and writing.</p> <div data-bbox="371 607 1380 1377">  <table border="1" data-bbox="371 1182 1380 1377"> <thead> <tr> <th colspan="3">Attainment</th> <th colspan="3">Progress</th> </tr> <tr> <th colspan="3">Scaled Score Reading <small>DFE</small></th> <th colspan="3">Scaled Score Reading <small>DFE</small></th> </tr> <tr> <th>FSM6</th> <th>Not FSM6</th> <th>Gap</th> <th>FSM6</th> <th>Not FSM6</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>108.5</td> <td>107.9</td> <td>0.6</td> <td>-0.3</td> <td>1.8</td> <td>-2.1</td> </tr> </tbody> </table> </div> <p>Internal and external assessments indicate that reading attainment and progress among disadvantaged pupils is below that of non-disadvantaged pupils. This gap varies between cohorts and analysis of assessments shows that children’s understanding of tier 2 and tier 3 vocabulary is a significant barrier, both in terms of answering specific vocabulary focussed questions but also in understanding what the question is asking of them. Children’s stamina and reading speed has also been identified as another barrier.</p>	Attainment			Progress			Scaled Score Reading <small>DFE</small>			Scaled Score Reading <small>DFE</small>			FSM6	Not FSM6	Gap	FSM6	Not FSM6	Gap	108.5	107.9	0.6	-0.3	1.8	-2.1
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108.5	107.9	0.6	-0.3	1.8	-2.1																				
2	Evidence and assessments show that currently a number of disadvantaged children do not pass the National Phonics Check in Year 1 or in Year 2.																								
3	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by the disruption caused by lockdown during the last two academic years. This has led to an increase in the number of children requiring support with well-being and mental health. There continues to be a need within school for additional support with social and emotional needs to ensure that children feel ready to learn.																								
4	COVID disruption has meant that there have been fewer opportunities for physical activity as well as a reduced range of enrichment opportunities such as clubs and trips. Cost is now becoming a significant barrier to accessing these opportunities. This means that some of our pupil premium children begin lessons with less cultural capital and prior knowledge than their peers.																								

5	Attendance continues to be a barrier for a significant minority of disadvantaged pupils. Parental engagement has been made more difficult during the past three years by COVID and new strategies to improve this need to be further embedded.
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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
<p><u>Speech and language</u> Improve oral language skills and vocabulary among disadvantaged pupils.</p>	<ul style="list-style-type: none"> • All children benefit from a language rich environment and activities embedded within the renewed Early Years Foundation Stage (EYFS) curriculum and across the whole school. • Observations show significantly improved levels of talk and oracy, including appropriate vocabulary evident in engagement in lessons across all subjects, pupil voice and ongoing formative assessments • Teachers will plan a progressive, highly ambitious, challenging and knowledge/ language rich curriculum • The need for SLC intervention will be assessed promptly so that individual needs can be targeted and reviewed frequently, giving all children equal opportunity to access a broad and balanced curriculum.
<p><u>Reading and phonics</u> Improve reading attainment and progress among disadvantaged pupils.</p>	<ul style="list-style-type: none"> • End of year assessment data shows that disadvantaged children have made good progress from their starting points in reading and phonics. • Phonics teaching is consistent and follows a validated SSP scheme with matched, decodable texts available for all children. • Disadvantaged pupils demonstrate a ‘love of reading’. • Bottom 20% of readers in receipt of PP have made accelerated progress and their learning gaps has narrowed or closed in relation to their peers. • Pupil conferencing shows that pupils have good attitudes to reading for pleasure. • Reading records show PP children are reading at least 5x week.
<p>Pupil premium children meet national benchmarks for attainment at the end of the Key Stage and progress matches that of not FSM pupils. Attainment of pupil premium children in all year groups is improved in core subjects.</p>	<ul style="list-style-type: none"> • By 2025, the % of pupil premium children reaching the combined expected standard in R, W and M at the end of KS2 continues to exceed the national and local authority combined PP figures and matches that of not FSM pupils. Internal data shows that at least 85% of PP children in every year group are working at least EXS or above in every core subject.
<p><u>SEMH</u> To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> • Disadvantaged children have strategies in place to support their emotional resilience (e.g. zones of regulation) Children can confidently articulate how they demonstrate resilience and maintain good mental and physical health • Sustained high levels of wellbeing in EYFS, KS1 and KS2 demonstrated from data from student

	<p>voice, student and parent surveys and teacher observations</p> <ul style="list-style-type: none"> • Improvements in emotional regulation & social interactions. • A significant increase in participation in enrichment activities, particular amongst those who are disadvantaged. • Sustained high levels of wellbeing are fully embedded by 2025 and these are shown through: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in behaviour incidents • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
<p><u>Attendance</u> Improve attendance for all pupils, particularly our disadvantaged pupils</p>	<ul style="list-style-type: none"> • Raised attendance for those who are pupil premium so that attendance is in line with the national average. • Significant decrease in persistent lateness amongst those who are disadvantaged

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: £8,221

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implement CPD for all teachers to ensure quality first teaching for all children.</p> <ul style="list-style-type: none"> ➔ Allocation of funds towards Continuing Professional Development (CPD) for teachers and TAs across school ➔ DH to work with ECTs and support staff new to year groups with the implementation of reading and writing ➔ Teachers new to year groups to be provided with 1:1 support from LA advisors in core subjects. 	<p>“Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. Supporting continuous and sustained professional development on evidence-based classroom approaches is important... and requires a balanced approach that includes building knowledge, motivating teachers, developing teacher techniques, and embedding practice.” (EEF)</p>	<p>1 2</p>
<p>Implement the ‘Maximising the Impact of Teaching Assistants’ local authority project and provide training for all teaching assistants.</p> <p>Improved staff capacity so that every class has the provision of a skilled teaching assistant to support in interventions and targeted work.</p>	<p>The EEF’s guidance report shares its finding that support from TAs tends to be more focussed on task completion and less concerned with developing understanding. We will implement whole school training and coaching to ensure TAs are used to help pupils develop independent learning skills and manage their own learning as well as supporting pupils to make explicit connections between learning from everyday classroom teaching and structured interventions.</p> <p>There is evidence to show that teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and ‘catch-up’ with previously higher attaining pupils. <i>Teaching Assistant Interventions/Education Endowment Foundation/Toolkit</i></p>	<p>1 2 3</p>
<p>English Subject Leader will implement a revised Reading curriculum to ensure that the teaching of reading is consistently good in all classes</p>	<p>Research suggests that reading for pleasure positively impacts a child’s future life chances more than any other factor. To promote this a reading culture should go beyond the school and into homes. CLPE Reading For Pleasure 2021</p>	<p>1 2</p>

<p>Allocation of funds for reading initiatives, subscriptions and high quality texts for EYFS, KS1 and KS2.</p> <ul style="list-style-type: none"> ➔ DH leadership time to design and implement reading curriculum, monitor and provide support to teachers where necessary ➔ Parent workshops – teaching of phonics ➔ TA training 		
<p>Facilitating reading support at home through use of a reading incentive to promote reading for pleasure, encouragement for parents and creating a community of readers.</p>	<p>Research suggests that reading for pleasure positively impacts a child’s future life chances more than any other factor. To promote this a reading culture should go beyond the school and into homes. CLPE Reading For Pleasure 2021</p>	<p>1 2</p>
<p>Subject leaders to revise curricula to ensure that key tier 3 vocabulary is clearly defined and opportunities are built in to explicitly teach these words in each subject in every unit.</p>	<p>Research shows that it is likely that the vocabulary gap has widened as a result of the COVID-19 pandemic (Oxford Children’s Language, 2020). Making changes to the way we teach vocabulary is a positive step to take towards addressing this gap. Exploring the full meaning of a word can be problematic when only presented in one context (Beck, Mckoewn & Kucan, 2013) so a renewed focus on effective teaching of vocabulary ensures children can practise using the new vocabulary in a variety of different contexts. Ofsted’s inspection framework highlights the importance of an ambitious curriculum designed to give all learners the knowledge and cultural capital they need to succeed in life. We want to ensure that all disadvantaged learners can access the same range of opportunities as their peers.</p>	<p>1 2</p>

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

Budgeted cost: £ 5,083

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide targeted, structured interventions to children across whole school using catch up funding and Pupil premium funding. Interventions to be monitored and evaluated by deputy head and intervention leader.</p> <p>➔ AHT time before school interventions</p> <p>➔ DH time phonics interventions, writing support</p>	<p>Provision of QFT, mastery curriculum and effective challenge for children identified as needing to catch-up – see www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully.</p> <p>Professional development must effectively build knowledge, motivate staff, develop teaching techniques, and embed in practice. Evidence also suggests that High quality targeted support can ensure that children falling behind catch up as quickly as possible. Effective Professional Development/ Education Endowment Foundation</p>	<p>1</p> <p>2</p>
<p>Provide Reading Fluency interventions using reading fluency programmes.</p> <p>Priority readers – disadvantaged pupils are heard by an adult at least 3x week.</p> <p>DH time to train TAs and teachers leading the Herts for Learning Fluency Project Intervention</p> <p>Implementation of Little Wandle Fluency Assessment</p>	<p>According to the EEF, lower attaining pupils appear to benefit in particular from the explicit teaching of strategies to comprehend text and reading comprehension strategies offer high impact on progress.</p>	<p>1</p> <p>2</p>
<p>Refer children to a speech and language therapist for initial assessment screening to seek support in planning future intervention if necessary.</p>	<p>Oral language interventions aim to support learners’ use of vocabulary, articulation of ideas and spoken expression Oral Language Interventions/Education Endowment Foundation/Toolkit</p>	<p>1</p> <p>2</p>
<p>Provide play therapy to support emotional literacy and improve the behaviour or mental health of children where it prevents them from fulfilling their full potential</p>	<p>Social and emotional learning interventions are shown to improve these skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. Social and Emotional Learning/Education Endowment Foundation/Toolkit</p>	<p>3</p> <p>5</p> <p>5</p>
<p>Improve the emotional literacy and emotional intelligence of children through the support of an Emotional Literacy Support Assistant (ELSA) / Nurture</p>		

<p>sessions with TA before school to increase enjoyment of attending school</p>		
<p>Use Zones of Regulation with those in need to develop emotional literacy and emotional self regulation</p>		
<p>Improved staff capacity so that every class has the provision of a skilled teaching assistant to support in interventions and targeted work.</p> <p>➔ DH and HT monitoring TAs / training</p>	<p>There is evidence to show that teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils. Teaching Assistant Interventions/Education Endowment Foundation/Toolkit</p>	<p>1 2</p>

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

Budgeted cost: £ 2,040

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide food parcels and holiday provision in partnership with the Local Authority to support vulnerable children and young people during the school holidays	Disadvantaged children across England have been offered free healthy meals and enriching activities throughout school closures and school holidays.	3
Provide additional and subsidised clubs, school trips and enrichment opportunities within every aspect of the school's curriculum (Residential trips, Empowering Futures, trips)	There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.	4
Education Welfare Officer to support families with low attendance and persistent lateness.	Data shows that for a minority of disadvantaged pupils, persistent lateness and attendance has been an issue and therefore this remains a focus.	5
Increasing parent engagement through core subject workshops to inform parents how to support their children, expose them to how their child is currently learning and build relationships.	By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of the causes of educational disadvantage. Parental Engagement/Education Endowment Foundation/Toolkit	1 2 5

Total budgeted cost: £ 15,094

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in previous years in core areas of the curriculum. Therefore, the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully reached.

On reviewing our previous strategy, the success of these outcomes was impacted by the Covid-19 pandemic. Disruptions to education, school closures and restrictions within all school settings was most detrimental to our disadvantaged pupils as evidenced by schools around the county. During this time, they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended.

Attendance has previously been strong, but last academic year this decreased in comparison to previous years. Since then persistent absences have reduced but remain a focus for a minority of pupils. This means attendance continues to be a focus within our current plan. Children returned successfully to school as national lockdown restrictions eased and schools reopened to all pupils. All teachers and staff were fully aware that recovery and time spent on re-establishing clear routines and relationships was essential. Through assessments and observations teachers indicated that the wellbeing and mental health of all children (particularly those who are disadvantaged) were significantly impacted as a result of the Covid-19 pandemic. Many pupils' social interaction skills and understanding of their own and others emotions and how to 'regulate these' was acutely impacted. A proportion of learners also demonstrated a lack of social and academic resilience particularly towards areas of challenge or change. This is an area which we have supported and continue to target with interventions where required.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Reading Fluency Project	Herts for Learning

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

Further information (optional)

Our pupil premium strategy is supplemented by additional activity that is not being funded by pupil premium or catch-up premium. That will include:

- Embedding more effective practice (Including, peer coaching and Rosenshines Principles in Action). EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

We have used the EEF's implementation guidance to help us develop our strategy and will continue to use it to support us through the implementation of activities.