

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Hopping Hill Primary School
Number of pupils in school	439
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Jo Fantarrow
Pupil premium lead	Lisa Richards
Governor / Trustee lead	David Reeves

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£121,425
Recovery premium funding allocation this academic year	£3009
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	£124,434

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, regardless of their background or the challenges they may face, make good progress. This includes those children who are already high attaining or who have been identified with a special educational need. Our belief is that disadvantaged children at Hopping Hill should be supported, championed and understood.

The difficulties faced by our disadvantaged pupils are varied and have been exacerbated by partial school closures and challenging times. Our approach is centred around the individual children and families. It is rooted in the belief that disadvantaged children are not a homogenous group and that approaches need to be targeted and, in some cases, personalised.

High quality teaching and targeted intervention by wider school staff is at the heart of our approach. By focusing on specific areas in which disadvantaged children require the most support, this will have the most impact on closing the attainment gap, but will also benefit all children in our school.

Our response will be based on common challenges faced by our families, but not on assumptions. It will be the collective responsibility of all adults at Hopping Hill to ensure our disadvantaged pupils are challenged and supported. Raising expectations for all our learners following challenging times is central to our plans.

Challenges

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

Challenge number	Detail of challenge
1	Language and communication skills – through observations and discussions with pupils, it is clear that there are vocabulary gaps among disadvantaged pupils. This is an issue with many children but more obvious with our disadvantaged pupils. This in turn impacts their reading comprehension skills. This can be influenced by limited experience beyond own homelife and local community.
2	Assessments and observations show that disadvantaged pupils have greater difficulty with phonics; this impacts directly on their development as early readers.

3	From observations and discussions, it is clear that our disadvantaged children in particular are struggling with emotional resilience and a positive attitude to their learning.
4	Partial school closures have in particular affected our disadvantaged pupils; this has led to increased attainment gaps in reading.
5	Research has shown that effective parental engagement has a positive impact on pupil progress. Partial school closures have impacted on relationships between parents and school.
6	Pupils are more likely to succeed academically if they attend school consistently. They are also more likely to form positive relationships with adults and peers.
7	Covid-19 and school closures have impacted children's emotional well being.

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
Improved language and communication skills among disadvantaged pupils	Through learning walks, discussions with teachers and book looks, an improvement in children's oral language will be evident. Improved engagement in lessons and through formative and ongoing assessments evidence of improvement.
Improved phonics attainment in our disadvantaged children.	KS1 outcomes to show a decrease in the attainment gap in the phonics screening between disadvantaged and non-disadvantaged pupils. KS1 outcomes show improvement in early reading
To achieve and sustain improved emotional resilience and attitudes to learning across all pupils in school, but in particular our disadvantaged pupils	Improved levels of engagement shown through – Learning walks Qualitative data from pupil and parent voice School values promoted and woven through the curriculum
Improved reading attainment for our disadvantaged children	KS2 outcomes to show a decrease in the attainment gap between disadvantaged and non-disadvantaged pupils.

To achieve and sustain positive parental engagement with all families but in particular, with our disadvantaged families	Improved engagement shown through – Parental and staff voice Engagement through our digital platform Attendance at information evenings and termly learning conferences – whether online or in person - will be monitored and non-attendance followed up by class teachers and phase leaders.
Maintaining good attendance for our disadvantaged pupils.	Regular meetings between attendance officer, head teacher and pupil premium lead. Attendance letters sent out, followed up when needed with meetings to establish issues and resolve.

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: £ 41,478

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop a consistent approach to phonics teaching. Training of staff on a validated synthetic phonics programme.	A strong phonics approach is consistently linked to improvements in word reading for all pupils, but particularly disadvantaged pupils. Average impact in +5 months over a year (EEF toolkit)	2
Training for staff to support children with their language and communication.	High quality adult led interactions and discussions make the most impact Average impact is +6 months over a year (EEF toolkit)	1
Purchase of high quality texts for classroom reading areas and promotion of the use of the library	https://clpe.org.uk/blog/choosing-and-using-quality-texts https://www.booksfortopics.com/	1, 3

	<p>https://shop.scholastic.co.uk/reading-spine</p> <p>Development of the reading spine in school to promote high quality text use and choice. This will support the improvement of language and communication, and also the raising of aspirations. Link this to the school values</p> <p>Reading areas to reflect the importance of reading and the joy of reading</p> <p>Development of the use of the library with an adult and increase the variety of texts</p> <p>To promote recommended reads and the books that are being read in class to families</p> <p>Family reading to be introduced</p> <p>Bedtime reading bags</p>	
<p>Development of the reading progression and teaching of reading across school</p>	<p>Staff training and development on whole class and group reading. The VIPERs reading progression used to plan reading sessions. Reading comprehension books to be monitored.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	<p>4</p>
<p>Development of the role of TAs in school</p>	<p>Development of the TAs' role in school; it is crucial the TAs have a good understanding of intervening at the point of need, understanding who our disadvantaged children are and being part of our collective approach.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/Five_a_Day_Reflection_Tool_-_Teaching_Assistants_v1.0-1.pdf?v=1669223912</p> <p>Training for TAs based on the needs to each year group. This will take the format of demonstration by a senior teacher, observations by TAs,</p>	<p>1, 3, 5</p>

	<p>feedback and then observations to see skills put into practice.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants?utm_source=/education-evidence/guidance-reports/teaching-assistants&utm_medium=search&utm_campaign=site_search&search_term=teaching%20ass</p>	
Identified member of staff for each year group to champion disadvantaged children	<p>Each year group will have a pupil premium folder which identifies the children in the year group.</p> <p>A member of support staff will be designated as the pupil premium ambassador for that year group.</p> <p>Training for all support staff on who our disadvantaged children are, the various needs, sharing of data and sharing of good practice.</p>	1, 5, 6

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

Budgeted cost: £ 41,478

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics targeted at disadvantaged pupils who are, or who are in danger of, falling behind.	<p>Targeted phonics interventions have the best chance of success when delivered by someone who the children know, in short sessions over an extended period of time.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics?utm_source=/education-evidence/teaching-learning-toolkit/phonics&utm_medium=search&utm_campaign=site_search&search_term=phonics</p>	2

<p>Engagement with the national tutoring programme to provide tuition and mentoring</p> <p>Provide targeted, structured interventions to children across whole school</p> <p>Interventions to be monitored and evaluated by Assistant Head teachers and intervention leader</p>	<p>Tuition targeted at specific needs and knowledge gaps used effectively to support low attaining pupils and those falling behind</p> <p>Recording of provisions onto Edukey to aid with mapping provision across the school</p> <p>Pupil Progress Meetings</p>	<p>3,4</p>
<p>Develop the provision of oral language interventions.</p> <ul style="list-style-type: none"> • targeted reading aloud and book discussion with young children • explicitly extending pupils' spoken vocabulary • the use of structured questioning to develop reading comprehension • the use of purposeful, curriculum-focused, dialogue and interaction 	<p>Average impact in +6 months over a year (EEF toolkit)</p> <p>Training from EY lead to staff to develop quality 'talk' with the children when they are in the role play areas, outside areas etc. Focused particularly on EY and Year 1 to develop the provision of quality oral language</p>	<p>1</p>
<p>Development of the curriculum to incorporate the school values in day to day teaching and curriculum content</p>	<p>In order to tackle the issues of emotional resilience and attitudes to learning we will develop the school values to weave them through the curriculum and into day to day teaching and learning. This will allow the children to take more ownership over their learning and also give a common language across the school to help staff to collectively support children. Values of the school added as 'golden threads' through our curriculum and added to curriculum plans.</p>	<p>3</p>

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

Budgeted cost: £41,478

Activity	Evidence that supports this approach	Challenge number(s) addressed
To complete a family voices (questionnaires) to gather information which we can use to develop our parental engagement	https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Parental_Engagement - Evidence from Research and Practice.pdf Parental involvement is acknowledged as being one of the strongest levers in terms of children closing the attainment gap. Goodall 2017	3, 5,6
To develop pupil voice in school	To establish pupil voice opportunities each term to allow us to support children with their wellbeing and help them to develop their attitudes towards learning.	3
To develop the use of our digital platform to provide useful information, 'how to' guides for parents	It is even more important since the school closures that the parents understand the content that their children are learning, and also 'how' they can support their children at home.	3,5
Promote the importance of good attendance	Termly meetings with the Head teacher, Attendance officer and Pupil premium lead. Proactive approach from teachers and pupil premium ambassadors to promote good attendance and challenge issues. Family Support Worker to engage with families to support attendance.	6
All children in school to be given opportunity to participate in activities which enhance and broaden the curriculum and their learning experiences. Year groups to plan in visitors and activities to enrich learning opportunities in school. PP fund used to support this. Children on the FSM register to be given access to one free club per term (excluding OSCAR club and breakfast club)	https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully	1

<p>Develop a whole school understanding of developmental trauma through whole staff training led by the Educational Psychology Service Mosaic and follow up work with Assistant Head Teacher</p>	<p>Covid-19 and subsequent lockdowns have had an impact on children's mental health. Children across the school have had a range of early childhood experiences which may have impacted on their emotional wellbeing and development.</p>	<p>7</p>
<p>Develop strategies and resources to support children in emotional regulation</p> <ul style="list-style-type: none"> - Calm Corner - Regulation boxes - Work stations 	<p>Average impact in +7 months over a year (EEF toolkit)</p> <p>Emotion coaching training to ensure a consistent approach by staff when talking to and supporting children</p>	<p>3</p>

Total budgeted cost: £ 124, 434

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 2021 to 2022 academic year.

Our internal assessments show that the performance of disadvantaged pupils was lower across the key areas of the curriculum. Our previous strategy was not fully realised due to the disruption of schooling.

PP Attendance – was 1.2% less than non PP attendance. The school attendance officer works closely with the Phase Leaders and SLT. Monitoring phone calls and if necessary visits are made with identified children.

Reading – Disadvantaged children's reading attainment is not in line with non-disadvantaged children. Steps forward were made with the development of our book selection at school and the adoption of the VIPERs approach to reading.

Development of our support for children who need help to regulate their emotions. Regulation stations have been introduced in classes and the school has a very strong family/safeguarding team. We developed a number of spaces in school which would provide calm areas for children who need time to regulate.

Sustained improvement of communication and language from EYFS through school – this was particularly disrupted and is an area of priority for us in the new plan. Loud and proud voices were introduced and the introduction of the consistent use of stem sentences across the curriculum has helped children to understand the importance of the way they speak. These stem sentences were used to good effect in maths and steps forward are being made to introduce these across other subjects.

Parental engagement – developed through our digital platform which has provided an effective communication tool. We began to have more 'in school' events rather than online. This year this has been developed to include phonics training sessions for parents and the digital platform will be used more to improve parents engagement with reading and learning.

Cultural capital – suspension of the majority of clubs over the school year. We will continue to subsidise PP children who attend clubs moving forward and also monitor the engagement of disadvantaged children in clubs and also in representing the school at events.

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

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