



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	Hormead First School
Number of pupils in school	78
Proportion (%) of pupil premium eligible pupils	16.6% (13 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Lynda Cowler, Headteacher
Pupil premium lead	Lynda Cowler, Headteacher
Governor	Lizzie Johnson, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18,485
Recovery premium funding allocation this academic year	£1,000
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	£19,485

Part A: Pupil premium strategy plan

Statement of intent

Our vision "Love of Learning, Love of God, and Love of Life itself" is for ALL children. We have high aspirations and ambitions for all our pupils and we believe that no child should be left behind. We strongly believe that it is not about where you come from but your passion and thirst for learning and the life we choose to lead, that make the difference between success and failure.

Our intention is that all pupils, irrespective of their background or the challenges they face, have a love of learning and make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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 disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which 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	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. Often disadvantaged children have difficulty retaining new phonemes impacting on their ability to blend new words. This negatively impacts their development as readers.
2	Assessments, observations, and discussions with pupils indicate delayed or underdeveloped language skills, particularly in EYFS and vocabulary gaps among many disadvantaged pupils. These are more prevalent among our disadvantaged pupils than their peers.
3	7 out of the 12 PP children (58%) also have SEND . 3 of these children have an EHCP and require 1:1 support with their learning. In our school SEND is more prevalent in disadvantaged pupils than their peers
4	Summative assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. Poor memory contributes to cognitive overload and pupils with poor reading skills struggle to understand more complex maths questions.
5	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in reading.
6	Our observations and discussions with pupils and families have identified social and emotional issues for many pupils . Higher levels of pupils requiring help and protection from targeted agencies as parents require additional support to meet their needs and safety. These challenges particularly affect disadvantaged pupils, including their attainment. 12 pupils (8 of whom are disadvantaged) currently require additional support with social and emotional needs, and are receiving small group interventions.

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 oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. <ul style="list-style-type: none"> • Pupils can be understood • Phonics assessments show good progress • Pupils are using widened vocabulary in speech and writing

Improved reading attainment among disadvantaged pupils.	In pupil progress meetings, greater number of disadvantaged children achieve the phonics check in Y1 and Y2 Reading outcomes in KS2 reflect disadvantages children have made progress toward or achieved the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of pupil demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a better 'Growth Mindset' towards learning • enjoyment and love of learning • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To narrow the attainment gap for disadvantaged pupils with SEND	Progress for children with SEND to be accelerated Smaller, more achievable targets show progress Teacher / TA supporting children with timely interventions as and when needed
To engage effectively with parents/carers of disadvantaged pupils, enabling them to further support their children with their learning	Home/school reading records show increased level of support at home Class Dojo comments of learning show increased engagement in child's learning Attendance is good or better
Positive playtimes / unstructured time / free time experiences	Healthier more alert children Improved mental wellbeing Conflict resolution improved Children know and respond well to school values Gross and fine motor improved Broader range of experiences beyond the curriculum

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: **£3,500**

Activity	Evidence that supports this approach	Challenge number(s)
Quality First Teaching and early diagnostic assessments, including Little Wandle Phonics assessments, to fill gaps and allow children to catch-up earlier rather than later.	High quality teaching has a direct impact on pupil progress and outcomes. High quality resources will enhance learning opportunities and experiences for pupils. Well planned lessons to meet the needs of all children will impact on the progress children make.	1, 2, 3, 4, 5, 6

<p>We will purchase SEND tracking software</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	
<p>Embedding speech and language intervention across the school curriculum to support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	2
<p>Purchase of Little Wandle, a Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>Including a range high quality books to match the phonics teaching</p>	<p>Phonics has a positive impact overall and the teaching of phonics should be matched to Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 3, 4
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training)</p>	<p>Our approach to Maths Mastery is 'Everyone Can!' regardless of their background or current attainment – maths mastery is about aiming high and believing you can achieve. The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics,</p> <p>https://www.ncetm.org.uk/teaching-for-mastery/</p>	4, 5
<p>Numbots</p> <p>Times table Rock stars</p>	<p>Numbots and TT Rockstars rehearses pupils in how to use efficient mental calculation strategies so they can move beyond counting on their fingers.</p> <p>Pupils must have automatic recall of times tables, which is essential for future success in mathematics and life long learning</p> <p>https://www.gov.uk/government/collections/multiplication-tables-check</p>	4

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

Budgeted cost: **£14,400**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group and 1:1 phonics sessions targeted at disadvantaged pupils and children who require catch-up support including:</p> <p>1:1 and small group catch-up tuition including:</p> <p>Phonics – Reading practice sessions</p> <p>Phonics – catch up sessions</p> <p>Fine motor – handwriting</p> <p>Maths</p> <p>Sensory circuits</p> <p>Legotherapy</p> <p>Art therapy</p> <p>Nuture groups</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>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:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2, 3, 4, 5, 6</p>

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

Budgeted cost: **£500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>After school activities and class / school visits / enrichment activities for those children of families who can't afford it.</p>	<p>Cultural capital is all about providing children with experiences and opportunities to help them progress and succeed and prepare them for the future.</p> <p>www.early-education.org.uk</p> <p>www.eyalliance.org.uk</p>	
<p>Contingency fund for acute issues. E.g. help with uniform, transport etc.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

Total budgeted cost: £18,485

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021. However, our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous years in key areas of the curriculum. The reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy and our online communication app 'Class Dojo'.

The school continued to monitor pupil progress and undertook a range of formative assessments when pupils returned to school and throughout March-July 2021. Core non-negotiable skills became the focus for teaching in maths and English and the school continued to teach a broad and rich foundation curriculum. This included use of specialist teachers for Forest School and PE. Last year marked the end of a previous pupil premium action plan.

Summary of Impact:

All PPG pupils continued to receive a range of targeted support interventions during the periods of remote education and when the wider school re-opened. All pupils were invited and encouraged to attend school during closures as our vulnerable group, however on 4 out of 14 took up the offer. We continued to support these children through daily lessons on ClassDojo and weekly phone calls to parents to check up on their progress.

Remote Learning:

Teachers and teaching assistants continued to work on the academic and wellbeing targets for pupils. Where pupils were at home this included:

- Additional wellbeing checks for pupils and parents
- 1:1 online reading sessions or small group guided reading sessions
- Teacher- daily phonics videos (Reception and Nursery)
- Differentiated remote learning provision for PPG pupils with SEN/multiple vulnerabilities
- Food hampers (additional to government-provided food vouchers) for our most vulnerable families
- Parental support from the headteacher

Parental feedback was exceptionally positive about our remote provision, personalised learning and commitment to wellbeing, evidenced in parent survey and HIP inspection report.

On the 8th March, the wider school opened and all pupils returned to school. The needs of pupils had changed from the original priorities. The main aim for our PPG pupils was to:

Improve speech and Language skills

Targeted support and early intervention has been put in place for those children requiring support from Speech and Language Therapists. All lessons, including Foundations subjects have key vocabulary expectations where children use their value of aspirations to use new words in their writing.

In Early Years there has been much more focus on speaking and listening, encouraging children to talk through play and express their ideas

Reduce social, emotional and mental health needs that impact on learning

We noticed an impact on a number of our pupils wellbeing when they returned to school, with some children showing heightened anxieties.

We have increased our PSHE sessions, buying into a new scheme of work which provided regular weekly sessions and group discussions on issues that support their mental health and wellbeing.

Narrow the gap in progress and attainment for PP children and those with SEND

The focus has been on closing the gap in maths and English. Pupil progress and outcomes were carefully tracked and positive progress was observed across all PPG pupils and children with SEND.

Quality staff CPD took place to support gap identification and provision planning. This

Included Maths Mastery CPD for 2x teachers

Careful monitoring of pupils took place each half term. The majority of our PPG pupils received 1:1 and small group support between March-July 2021 and good progress was observed for most pupils.

Increase attendance rates for eligible PP children

We noticed that the attendance of our PPG pupils was lower than non-PPG pupils during our school closure and invite to pupils to attend school. PPG children generally did not engage as well with home-learning, despite regular phone calls and invitations to attend school. The school supported these parents to feel comfortable with their child returning to school and all PPG children returned.

Attendance improved and the gap lessened.

To engage effectively with parents of children with PP, enabling further support with their learning

Regular meetings and phone calls have taken place during school closure by either the class teacher or Headteacher. Provision was made for 2 children who were not coping with online lessons.

Individual support online was provided with tailored lessons. The SENCO has liaised with the local school's partnership Family Support Worker after identifying a family who needed extra support since the lockdown.

Food vouchers have been provided for the families and support with uniform was given for 2 children. 4 pupils required extra support through safeguarding referral. Regular meetings with the Headteacher was held with parent to ensure pupils were well and any support needed was offered.

For children to feel safe at school and know they are loved and cared for

Our Forest school teaching and learning has been a breath of fresh air for children who have missed out on outside activities. We have had a focus on team building, fun and enjoyment. It continues to be the highlight of the week for most children.

Money was spent on play equipment for break and lunchtimes and extra playtime was put into the day initially for children returning to school to learn how to play again with their peers.

Weekly newsletters from the Headteacher during school closure, seen on our school website, show an appreciation of love and caring for the children. Children were regularly highlighted in the school news for the good they are doing and encouraged to keep going. We felt the newsletter kept out school community together, involved and supported with their learning. This was highlighted in a recent Hfl inspection of going over and above for the wellbeing of all children to make them feel loved and cared for.

Externally provided programmes

Programme	Provider
n/a	n/a