

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	Haworth Primary School
Number of pupils in school	317
Proportion (%) of pupil premium eligible pupils	13.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 to 2024
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	BAT (Gill Holland CEO)
Pupil premium lead	Neil Campbell
Governor / Trustee lead	Trudy McMahon

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£60,525
Recovery premium funding allocation this academic year	£7,082
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	£67,607

Part A: Pupil premium strategy plan

Statement of intent

The Secretary of State for Education lays down the following terms and conditions on which assistance is given in relation to the Pupil Premium grant (PPG) payable to schools and local authorities for the financial year. PPG provides funding for two policies.

- *Raising the attainment of disadvantaged pupils of all abilities to reach their potential*
- *Supporting children and young people with parents in the regular armed forces*

Challenges

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

Challenge number	Detail of challenge
1	Attendance and punctuality
2	Different levels of access to extra-curricular/enrichment opportunities within cohorts
3	Differing experiences during the pandemic – academic, social and emotional

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
Progress in Reading	PP achieve results in line with non PP for both achievement and progress in end of year assessments
Success with Phonics	Percentage of PP children passing phonics screening checks is in line with (or better than) non PP children
Progress in Writing	PP achieve results in line with non PP for both achievement and progress in end of year assessments
Progress in Maths	PP achieve results in line with non PP for both achievement and progress in end of year assessments

Improvement in attendance and punctuality	PP children attendance and punctuality in line with non PP children
Increased attendance at school clubs	Percentage of PP children attending clubs is higher than for non PP children

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: £12,917

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Staff Mental health training</i> £90	Staff are able to support children with anxieties caused by the pandemic/not being in school for extended periods	3
<i>Training for LSAs + volunteers for Guided Reading groups</i> £415	The EEF toolkit states that comprehension strategies can have an impact of +6 months	2
<i>LAC/PP Leader time</i> £12,412	Research shows that disadvantaged pupils have been worst affected by partial school closures, and that the attainment gap is narrowed (EEF)	3

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

Budgeted cost: £41,644

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional adult provision to enhance and enrich learning opportunities within the school setting (eg, outdoor provision) £7,200 per year	Evidence suggests respondents also identified confidence, teamwork, life skills, intra-personal skills and the take up of new opportunities/activities as the impacts of use in young people's lives	3

<ul style="list-style-type: none"> • 1:1 mental health support session(s) • Online mental health programme <p>Cost TBC</p>	43% Average increase in feeling equipped to manage difficult emotions (in 6 weekly sessions of 45 minutes)	3
LSAs in class to facilitate support for PP pupils who have gaps in learning £25,219	The EEF states that feedback can impact pupils by +8 months if completed effectively	2
LSAs to carry out intervention programmes for phonics and reading 5 Minute Intervention box each day for Phonics for those in year 2 who have not yet 'got' phonics. £1,125	The EEF toolkit states that good quality phonics interventions can have an impact of +4 months.	
Regular Reading intervention – targeted children based on lowest 20% and Pupil Premium children. (9 x £15 per hour, x 30 = £4050)	The EEF toolkit states that comprehension strategies can have an impact of +6 months Daily reading with LSAs focused on comprehension questioning can have a positive impact on progress	
Maths groups – multiplication focus – thrice weekly sessions for groups of children who are not secure/have gaps in knowledge (9 x £5 x 3 sessions per week, x 30 = £4,050)	Fluency of multiplication skills and knowledge allow the child's mind to focus on the more sophisticated elements of written multiplication and problem solving	

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

Budgeted cost: £14,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Inclusion and Parental Involvement Manager monitoring and following up attendance/punctuality issues for Pupil Premium children (£10,000)		<i>Challenge 1</i>
Prioritising PP children for any school clubs/extra-curricular activities (£3150)	Mental well-being – sports/outdoor activities – reducing anxiety	Challenge 2
School uniform vouchers provided (£1050)	Self-esteem maintenance	Challenge 3

Total budgeted cost: £ 68,761

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.

- We employed (part-funded) an inclusion manager who led nurture provision, additional lunchtime support, carried out home visits and conducted family support. At times when school had reduced numbers due to the pandemic, the inclusion manager made regular calls to vulnerable families, providing educational and pastoral support dependent on need.
- SENCO (part-funded) supported teachers with developing targeted support plans for Pupil Premium children with additional needs. Also provided support to families of children with these needs.
- Employment of LSAs to support individual pupils and targeted groups, including during partial lockdown periods (isolation), where regular phone-calls were made to support individual children with their learning and well-being.
- Beanstalk Reading Intervention cancelled due to pandemic.
- During partial lockdown, teachers and LSAs targeted and supported Pupil Premium to come into school as and where practicable (small classes)
- LSAs deployed with key focus on disadvantaged children who are underachieving or at risk of this.
- FSM provided for those families who qualified – either in school or at home but enrichment activities, including residentials were restricted due to the pandemic. However John Rocks outdoor learning took place in summer term for years R to 6.
- TTR logins and passwords provided for all children from Y1 to Y6
- Transition for vulnerable children included additional visits with gradual build up to full day
- Additional music enrichment activities deferred due to Covid restrictions.
- Subsidised school uniform through school voucher scheme was implemented
- Highly skilled additional teacher employed for part of year for key year groups but curtailed due to pandemic
- Daily snack provision with nurture time provided for individual children

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)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.