



## Pupil premium strategy statement 2021-22

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	South Hetton Primary
Number of pupils in school	217
Proportion (%) of pupil premium eligible pupils	40%
Academic year/years that our current pupil premium strategy plan covers	3 years
Date this statement was published	30/9/21
Date on which it will be reviewed	17/6/22
Statement authorised by	L Griffiths
Pupil premium lead	P Ruddick
Governor / Trustee lead	S Mason

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£108,468
LAC funding	£3,600
Recovery premium funding allocation this academic year	£7068.75
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>119,136.75</b>

# Part A: Pupil premium 3 year strategy plan

## Statement of intent

*Our Aims:*

- *That disadvantaged pupils will leave Reception with levels for attainment in excess of those seen nationally for disadvantaged children; the difference between disadvantaged and non-disadvantaged children will be narrower than that seen nationally.*
- *That disadvantaged children attain higher than pupil premium children nationally for the phonics screening test; the difference between pupil premium and non-disadvantaged children in school will be narrower than that seen nationally for the phonics screening test*
- *That school's disadvantaged children attain higher than disadvantaged nationally in reading, writing and mathematics at the end of Y2 and Y6; the difference between disadvantaged and non-disadvantaged children will be narrower than that seen nationally*
- *Disadvantaged children will be able to read fluently with comprehension and understanding relative to their age and ability.*
- *That disadvantaged children engage successfully with learning and have the same opportunities as non-disadvantaged to engage with cultural and social activities*
- *Disadvantaged children have attendance the same or better than with their non-disadvantaged peers*

## Challenges

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	Pupils who are eligible for Pupil Premium do not enter early years at age related-expectations in communication. This means they need to make more progress than their peers to catch up over time and address literacy challenges
2	Pupils who are eligible for Pupils premium have lower language understanding
3	Lack of parental engagement means not all pupils are encouraged to read at home or read regularly to an adult and have less language support
4	Some Pupil Premium children require additional support to access the curriculum and require support and specialist resources
5	The emotional resilience of some pupils eligible for pupil premium is low when compared to their peers. This can affect their ability to concentrate on academic activities, especially when tasks are challenging and require resilience and engagement with reading and writing.
6	Lack of sufficient funds at home to ensure access to a wide range of educational and cultural experiences

## 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/Actions
All disadvantaged children experience cultural trips/residential to improve SMSC education	<ul style="list-style-type: none"> <li>• Each year group offered a range of local trips including a residential experience</li> <li>• Trips are subsidised to support parental costs</li> </ul>
80% of disadvantaged children pass the Y2 phonics re-check	<ul style="list-style-type: none"> <li>• Additional phonics intervention</li> <li>• 1:1 reading support</li> <li>• Purchase of replacement phonic books</li> </ul>
<p>A vast majority (80%) of disadvantaged children make significant progress in reading including</p> <ul style="list-style-type: none"> <li>• Progress in phonic scores (Y1)</li> <li>• Salford reading scores show increase of more than 6 months</li> <li>• Children engage more with classroom discussions about books</li> <li>• Reading records show reading takes place regularly</li> <li>• Reading assessment tests show improvement at termly intervals (Y1-Y6)</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching of specific reading lessons</li> <li>• Intervention support from TA sessions</li> <li>• Lexia support</li> <li>• Daily phonics lessons &amp; pre teach sessions</li> <li>• Reading Plus in Y5 &amp; Y6</li> <li>• Opportunities to read widely throughout the day</li> <li>• Class novel</li> <li>• Reading rewards</li> <li>• Pupil voice</li> </ul>
<p>Disadvantaged children in Reception reach communication &amp; language outcomes of :</p> <ul style="list-style-type: none"> <li>• holding conversations using relevant comments and questions</li> <li>• using full sentences with recent vocabulary and correct tense</li> </ul>	<ul style="list-style-type: none"> <li>• Rich book based topics</li> <li>• Encouragement of class circle time</li> <li>• Diagnostic testing and additional SALT support</li> <li>• Trips &amp; visits to encourage language</li> <li>• Rich curriculum with a range of cultural experiences</li> </ul>

## 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: £53,176.75**

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for new to role teachers	<p>Research has found that allocating the best teachers to disadvantaged children can have a huge impact, much greater than the difference made for other pupils.</p> <p>– Research from the EEF shows that what happens in the classroom makes the biggest difference and that improving teaching quality leads to the greatest improvements (EEF Closing the Attainment Gap, 2018)</p>	3,4,5
SALT courses in early language difficulties, vocabulary development,	<p>There is increasing evidence of the links between children’s early language and their success in school. There is a considerable body of academic research which shows that children from lower socio-demographic backgrounds tend to have poorer language skills when they start school.</p>	1,2
SEND Speech and language CPD	<p>The Special Educational Needs and Disabilities Green Paper, published in March 2011 looks to reform education with special educational needs with increasing emphasis on language and communication in a child’s early years</p>	1,2
Staff CPD curriculum with emphasis on vocabulary, reading & writing	<p>40% of the overall gap between disadvantaged 16-year-olds and their peers has already emerged by the age of five. These gaps are particularly pronounced in early language and literacy.</p>	1,2,3
Employment of a speech & language therapist through SLA to provide clinical sessions with children	<p>Bercow Review (2008) states that a large proportion of children start school with limited basic communication skills, which are vital for an effective start to schooling.</p>	1,2

1:1 support to RQT	Closing the gap through CPD focused on “quality first teaching”. improvement of quality first teaching by giving staff the support and confidence to plan, teach and evaluate	4,5
4x Teaching Assistant support for targeted intervention support	<p><b>The Centre for Excellence and Outcomes in Children and Young People’s</b></p> <p><b>Services</b> found that early intervention is particularly effective, where preventative whole-class strategies are adopted first followed by tutoring for the small numbers. If specific tutoring is required, teaching assistants as well as classroom teachers can deliver good learning outcomes</p>	1,5

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

**Budgeted cost: £40,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of Dandelion phonic books for teaching of systematic phonics system	Research shows that phonics when taught correctly is one of the most effective ways of teaching children to learn to read, and can lay a proper foundation for the success of a child.	1,3
Teaching assistant support for small group / 1:1 tuition	2018 ‘Closing the Attainment Gap’ report, the EEF stated that ‘Targeted small group and 1:1 interventions have the potential for the largest immediate impact on attainment.’ The Education Endowment Foundation’s (EEF) Teaching & Learning Toolkit identified tuition as one of the more effective (and cost-effective) interventions	4,5
Delivery of bespoke therapy/interventions <ul style="list-style-type: none"> <li>• Listening Matters</li> <li>• Cognitive Behaviour Therapy</li> <li>• Lego Therapy</li> <li>• Relax Kids</li> <li>• Anger monster</li> </ul>	Metacognition involves “thinking about thinking” and “learning to learn”. There can be real benefits in helping disadvantaged students to develop their thinking skills and problem-solving strategies. Learning to regulate your own thinking also helps with regulating your emotions.	3,5
Purchase of diagnostic screening toolkit for language and understanding	Rose Review (2006) highlighted the importance of developing children’s speaking and listening skills, which are essential for the acquisition of literacy.	1,2

<ul style="list-style-type: none"> <li>• Purchase of Reading Plus</li> <li>• Purchase of Lexia</li> <li>• GL –assessment early speech and language diagnostic tool</li> </ul>		
Re subscription to e learning platforms used to develop confidence in school and home learning (& remote learning for those self –isolating) Eg TimesTable rockstars	A study by <i>Kellett and Dar (2007)</i> highlights links between literacy and poverty The study found that children from less advantaged backgrounds felt less in control at school, because they were under pressure to perform required tasks in which they lacked confidence.	5
Use of external tutor 2x days a week for 16weeks	The Education Endowment Foundation’s (EEF) Teaching & Learning Toolkit identified tuition as one of the more effective (and cost-effective) interventions	4,5

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

**Budgeted cost: £ 25,960**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidy to outdoor learning trips	Evidence shows that providing a rich range of experiences within provision, through resourcing as well as providing visits and visitors to enrich children’s experiences will increase motivation to communicate and interact and give children long term experiences that they can draw upon to support their literacy	5, 6
Subsidy to Mini & Junior Duke	‘Resilience is the ability to cope with adversity and bounce back. It’s also about dealing with stress in a socially engaged way. Children who have not had the necessary nurture and stability from the earliest stages of life may lack that emotional resilience. Therefore they might not be able to respond to stress or challenge in a way that is positive.	5,6
Subsidy to breakfast club	Breakfast consumption has been associated with a multitude of health-related benefits, including improved nutrient intake, increased physical activity, and improved mood. Despite such benefits, breakfast remains the meal that is most regularly skipped which is concerning as breakfast omission has been linked to such problems as increased risk of coronary heart disease and increased body mass index  5..7.16 National Library Of Medicine Research  Research shows that disadvantaged children have fewer opportunities to engage with enrichment activities. Receive less access to all areas of extra-curriculum and access to music and the arts.	6
Payment for musical instrument tuition		5,6
Subsidy to after school clubs		6

Behaviour rewards half termly to encourage attendance and positive behaviour	<p><i>Study: The Power of Attendance and Stability for Stability for Disadvantaged Pupils NfER 2019</i></p> <p>over half of the gap in outcomes between disadvantaged pupils and their more affluent peers is associated with the underlying group differences in absence and exclusion.</p>	5,6
Purchase of SeeSaw classroom App to engage parents and raise parental aspirations	<p>Parental involvement with school has a significant positive effect on children's achievement and adjustment even after all other factors shaping attainment have been taken out of the equation. In the primary age range the impact caused by different levels of parental involvement is much bigger than differences associated with variations in the quality of schools. The scale of the impact is evident across all social classes and all ethnic groups.</p> <p>(Desforges 2003)</p>	5
Individual counselling support for bereavement and lockdown support	<p>Children who have not had the necessary nurture and stability from the earliest stages of life may lack that emotional resilience. Therefore, they might not be able to respond to stress or challenge in a way that is positive.</p>	6

**Total budgeted cost: £119,136.75**

## Part B: Review of outcomes in 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.

#### **1.All disadvantaged children experience cultural trips/residential to improve SMSC education**

All children given the opportunity to attend trips and residential. Residentials are not attended by all children and 51% of disadvantaged children attended. Residentials are subsidised for all children and 2 disadvantaged children were paid for in full.

#### **2.80% of disadvantaged children pass the Y2 phonics re-check**

33% of disadvantaged children passed the phonics screening test.(1 of 3 children)

#### **3.A vast majority (80%) of disadvantaged children make significant progress in reading including**

**Progress in phonic scores (Y1) ,Salford reading scores. Reading records show reading takes place regularly. Reading assessment tests show improvement at termly intervals (Y1-Y6)**

Reading records show that reading is taking place regularly. The bottom 20% of children are listened to read every day. Further measures have been put in place to record reading within school.

58% of disadvantaged children in Year 1 passed the phonics screening test

#### **4.Disadvantaged children in Reception reach communication & language outcomes of holding conversations using relevant comments and questions using full sentences with recent vocabulary and correct tense**

60% of disadvantaged children reached a good level of development and 80% reached a GLD in Language and understanding.

#### **5.Purchase of Dandelion phonic books for teaching of systematic phonics system:**

New books have been purchased for the systematic teaching of phonics.

#### **6.Impact of teaching assistant support for small group / 1:1 tuition**



### **7.Delivery of bespoke therapy/interventions (Listening Matters, Cognitive Behaviour Therapy, Lego Therapy, Relax Kids, Anger monster, social stories)**

Some interventions have taken place depending on need. In particular listening matters has been used more than ever. There are a large number of children suffering with emotional issues in the post Covid landscape.

### **8.Subsidy to breakfast club- improved attendance?**

Attendance at breakfast club has increased. This ensures that children are in school ready to start the school day and have had a healthy breakfast ready to start the day. On average breakfast club attendance is 25 children and 9 disadvantaged pupils are subsidised.

### **9.Payment for musical instrument tuition**

Music tuition has been paid for 6 children allowing to access and experience something they would not otherwise have an opportunity to. 75% of all children attending music lessons are disadvantaged.

### **10.Subsidy to after school clubs - % of disadvantaged attending?**

This works towards the active 30 agenda and encourages all children to be more active. All clubs are subsidized with 3 disadvantaged children having their clubs paid in full.

### **11.Behaviour rewards half termly to encourage attendance and positive behaviour-% of red cards/blue slips reduced?**

Red cards and blue slips have reduced significantly from previous years in Spring there were 30 (57% disadvantaged) and so far in summer there have been 26 (62% disadvantaged)

### **12.Learning platforms (E learning ) have improved results of disadvantaged**

Use of See Saw has encouraged parental engagement with any home learning that has taken place.

