

Pupil premium strategy statement

Hulland Church of England Primary School



This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Hulland Church of England Primary
Number of pupils in school	59
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 year plan
Date this statement was published	December 2023
Date on which it will be reviewed	December 2026
Statement authorised by	
Pupil premium lead	Wendy Underwood
Governor	Shobha Tynan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£10,855
Recovery premium funding allocation this academic year	£1,500
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils make good progress, from their individual starting points, and achieve well across the curriculum. Our pupil premium strategy will support disadvantaged pupils to make at least good progress.

We have considered evidence-based research carried out by the EEF, along with the context of our small village school and the needs of individual pupils to support decisions about funding.

Quality First teaching is at the heart of our approach. All teaching staff are involved in the analysis of internal tracking data to identify strengths and identify gaps in learning. Assessment data is used to inform teaching and learning and meet the needs of all pupils, including those identified as vulnerable or disadvantaged.

Pupil Premium funding will be used to support individuals / small groups with the highest level of need based on internal school progress and attainment data. Whilst not all pupils will require pupil premium funded intervention and/or resources, all pupils will benefit from appropriate adult support to ensure all pupils make the best possible progress. This will include Quality First teaching and additional Teaching assistant support in the class along with scaffolded and modelled work.

We are committed for all pupils to achieve the best possible outcomes and will act swiftly to intervene when a need becomes evident. Our ultimate aim is for the attainment gap to be narrowed between disadvantaged and non-disadvantaged pupils, so that all pupils reach age related expectations by the end of KS2.

We recognise that there may be pupils who are not claiming / or are not entitled to free school meals, but are nevertheless socially disadvantaged. Additionally, we recognise that not all pupils who are entitled to free school meals are socially disadvantaged.

What we will implement to achieve these objectives.

The range of provision the school will make will include;

- allocation of a 'Catch-up' teacher to provide small group work focussed on closing gaps in learning.
- increasing TA provision to support the delivery of systematic synthetic phonics (Little Wandle Letters and Sounds revised).
- Application of resources to support the development of fluency in reading, spelling & phonics. Investment in new Reading scheme (Big Cat – Harpur Collins, to engage children in reading).

- Staff training to develop support for social, emotional and mental health & well-being.
- funding of enrichment opportunities to grow cultural capital

These strategies represent current approaches to supporting our pupils and will change in line with the changing needs of our disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Gaps in learning are impacting on self-esteem & confidence in English & Maths.
2	Language development of the youngest children has been impacted by the COVID Pandemic.
3	Low levels of SEMH and well-being impacts on pupils learning.
4	Limited opportunities for experiencing enrichment / enhancement opportunities.

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
1. Improved confidence & understanding of core skills in Maths & English.	Pupil confidence & progress will accelerate from pupils' starting points to the end of KS2.
2. Improved early reading and phonics development.	Provision of 'Little Wandle Letters & Sounds revised' will ensure all children master phonics and early reading skills.
3. Improved levels of social, emotional & mental well-being.	Identified pupils will be able to (with increasing levels of independence) access the full range of classroom opportunities and realise their successes. Reduced anxiety will support positive interactions with peers.
4. Increased experiences outside the school community support life experience & improve cultural capital.	Pupils use first hand experiences to support & contextualise classroom learning.

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
All classes have a system in place to ensure pupils can express their feelings. Use of reflection areas support this. Provision of additional CPD linked to emotional literacy to support SEMH and well-being as necessary.	The pandemic has had a negative impact on pupils' SEMH and well-being. Children will be encouraged to talk more freely about their feelings/emotions in a safe caring environment. Pupils will be increasingly able to communicate their feelings to adults and peers. They are happy to ask for help, are able to cope when they get things wrong and develop greater resilience and confidence to try again and accept challenges. Pupils are ready to learn and make progress.	3

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of catch-up tutor to support small targeted groups of children in key areas of maths and English.	Lack of fluency in key areas / key concepts is preventing pupils from making progress. Small group tuition (over teaching) will develop these areas and therefore improve confidence with other areas of the curriculum, leading to increased progress.	1
Investment in new phonics programme to support all pupils to develop early reading and phonics skills.	Disadvantaged pupils are more likely to be behind in phonics and early reading. 'Little Wandle' is delivered in small groups from Reception. Children in Year 1 & 2 undertake a placement assessment to ensure teaching begins	2

	from a place of security. Additional support of daily catch-up sessions ensures all children 'keep up' with their peers. Children in Year 2 or above who have not mastered early reading skills have additional 'catch up' sessions.	
Increased TA support for phonics and commitment to the delivery through a consistent approach.	Children taught in small groups matched to their phonic ability to ensure confidence is developed and cognitive overload is minimised. Staff training ensures consistency of approach across the school. Rapid catch up in place for children who have not mastered early reading by the end of Year 2.	2

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Educational / class visits or visitors.	All educational visits are linked to topics. The school is committed to providing first hand experiences to extend & enrich opportunities. Visits e.g. Cromford, Warwick Castle, Derby Cathedral, Jadeera Mosque, Derby museum of making or specialist 'Greek' days enable pupils to make connections between learning in the classroom and first-hand experience.	4
Before & after school clubs.	Opportunities for social interaction outside of the school day to enable pupils to have the same access as their peers to enrichment activities. By enabling full access to what is on offer, pupil well-being is enhanced.	4

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.

As the number of pupils entitled to pupil premium in this school is small it is not possible to state the percentage of pupils who will meet/ exceed age related expectations without potentially identifying individuals.

Our statement relates to progress from individual starting points rather than attainment.

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
Nessy reading & spelling	www.nessy.com
Purple Mash	www.purplemash.com

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?	This allocation has been used to enable participation in Outdoor & Adventurous activities to White Hall, supported participation in after school clubs and extra-curricular activities.
What was the impact of that spending on service pupil premium eligible pupils?	Children are fully included in all activities and the wider school community.

Further information (optional)

In addition to our pupil premium strategy we support pupils in Year 4 & 5 to participate in the Further Opportunities programme with the Derby City & Derbyshire Music Partnership. Pupil premium pupils are included in this group.

Early Help Provision is available through the QEGS MAT to provide further support for disadvantaged children as required.