



Hinton St George C of E Primary School

Pupil Premium Strategy Statement 2023-24



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 | Hinton St George C of E Primary School |
| Number of pupils in school | 86 |
| Proportion (%) of pupil premium eligible pupils | 22% |
| Academic year/years that our current pupil premium strategy plan covers | 2023-24 |
| Date this statement was published | November 2023 |
| Date on which it will be reviewed | November 2023 |
| Statement authorised by | Charlotte Hall, Headteacher |
| Pupil premium lead | Charlotte Hall, Headteacher |
| Governor lead | Clair Teig/Becky Blunn |

Funding overview

| Detail | Amount |
|---|------------|
| Pupil premium funding allocation this academic year | £32,562.58 |
| Recovery premium funding allocation this academic year | £2671.00 |
| 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 | £35,233.58 |

Part A: Pupil premium strategy plan

Statement of intent

At Hinton St George C of E Primary School, we provide a high quality of education for all our pupils regardless of ability or background. However, we acknowledge that the educational outcomes for children eligible for the Pupil Premium Grant are not as good nationally as the attainment of children who do not receive the grant. With this in mind, we have prioritised our spending so that this pupil group have the best targeted help to enable them to do at least as well as their peers in the core areas of Mathematics and English, as well as supporting them with their mental health and well-being.

Our strategy is also integral to wider school plans for continued education recovery through targeted tutoring support for pupils whose education has been worst effected, including non-disadvantaged pupils.

Our whole school approach is for the whole school community to take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve in line with our school motto 'to be the best that we can be'.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Some pupils demonstrate emotional well-being and mental health issues (anxiety, low self-esteem, and low self-confidence). |
| 2 | Some pupils have speech and language difficulties |
| 3 | Some pupils have weaker skills in writing, reading, comprehension and maths than their peers. |
| 4 | Attendance rates for pupils eligible for Pupil Premium are below the school target of 96%. |
| 5 | Socio-economic background |

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 (how they will be measured) | Success criteria |
|--|---|
| <p>To continue to improve mental health and well-being – children are supported to develop strategies to help them to overcome any emotional or mental health needs they may have; pupils able to access the curriculum and manage their emotions inside and outside of the classroom.</p> <p>The measurement of this will depend on the specific needs of the individual children – notes from ELSA/Nurture sessions will measure impact of support; children’s learning attitudes and behaviour will be monitored through regular observation.</p> | <ul style="list-style-type: none"> • All staff (teaching and non-teaching) to access support for children with emotional and mental health needs. • The school has increased capacity for supporting children – the school now has two trained ELSAs. • Pupils’ behaviour, learning attitudes and self-confidence will be improved. • Progress made by individual pupils. • Sustained high levels of well-being demonstrated by data from student voice, parent surveys and teacher observations, and an increase in participation in enrichment activities. |
| <p>To improve reading and writing attainment among disadvantaged pupils.</p> <p>This will be measured through observations, ongoing formative assessments, summative assessments, engagement in lessons and book scrutiny.</p> | <ul style="list-style-type: none"> • End of key stage 1 and 2 outcomes show that disadvantaged pupils are meeting expected standards in line with their peers. • The quality of learning in their books shows significant improvement. • Pupil premium children to strive for greater depth. |
| <p>To improve maths attainment among disadvantaged pupils.</p> <p>This will be measured through observations, ongoing formative assessments, summative assessments, engagement in lessons and book scrutiny.</p> | <ul style="list-style-type: none"> • End of key stage 2 outcomes show that disadvantaged pupils are meeting expected standard in line with their peers. • The quality of learning in their books shows significant improvement. • Pupil premium children to strive for greater depth. |
| <p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p> | <ul style="list-style-type: none"> • Sustained high attendance for all pupil premium 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: £1550.00

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Regular training for staff in the use of 'Unlocking Letters and Sounds' (the school's Systematic Synthetic Phonics programme) to secure stronger phonics teaching for all pupils. Opportunities for the English lead to observe and support other members of the teaching and non-teaching team. | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils (Education Endowment Foundation). | 2 and 3 |
| Improve the quality of social and emotional learning. These approaches will be embedded into the school daily routine and supported by training for staff, specifically the two ELSAs. | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life; for example, improved academic performance, attitudes, behaviour and relationships (Education Endowment Foundation). | 1 |

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

Budgeted cost: £21,172.00

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Tailored interventions and support (phonics, reading, writing and maths) to reduce the attainment gap for pupils whose education has been impacted by the pandemic. A significant proportion of these pupils will be disadvantaged.</p> | <p>Tuition/intervention 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 and in small groups (Education Endowment Foundation).</p> | <p>2 and 3</p> |
| <p>To implement Emotional Literacy support work for identified pupils (a significant amount of these pupils will be disadvantaged) through regular nurture groups (led by one of our ELSAs – a minimum of 6 hours per week).</p> | <p>We have identified emotional well-being as a barrier to learning for some children. The Education Endowment states that behaviour intervention and self-regulation can have a significant impact on learning.</p> | <p>1</p> |

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

Budgeted cost: £6986.00

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Financial support with trips to support all children to access a range of learning opportunities. | In our experience, financial barriers can mean children do not always access all enhanced learning opportunities such as trips. | 5 |
| Issues with attendance are addressed rapidly – support from PFSA and other intervention services. | Rigorous monitoring of attendance across the school, particularly with vulnerable pupils. Non-attendance is addressed rapidly, and support given to families to ensure it improves. | 4 |
| To provide various items of uniform and Wellington boots for all pupil premium children so that they are able to access outdoor learning opportunities. | In our experience, financial barriers can mean children do not always access all enhanced learning opportunities. | 5 |

Provision of FSM

Budgeted cost: £5,426.85

Total budgeted cost: £35,134.85

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 2022 to 2023 academic year.

Our assessments and observations indicate that issues around pupil wellbeing and mental health continue to rise; this is particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in the plan, and next year this will be extended with further nurture provision with an increase from one to two trained ELSAs to try and further improve this area. Underdeveloped social skills and rising SEMH needs will be supported by this provision to enable academic progress.

Our internal assessments during 2022/23 suggest that the performance of disadvantaged pupils is lower than in the pre-pandemic years in key areas of the curriculum, specifically writing. However, the interventions in place are ensuring that children are making at least 'good' progress. Targeted interventions have had significant impact too. This will continue to be a focus for the next academic year to ensure that this progress continues.