



Hinton St George C of E Primary School

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	Hinton St George C of E Primary School
Number of pupils in school	68
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Charlotte Hall, Headteacher
Pupil premium lead	Charlotte Hall, Headteacher
Governor lead	Jenny Pithers

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22752
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£1457
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	£26209

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 of 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 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 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 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 – all staff able to support the ELSA in his work. • Pupils’ behaviour and learning attitudes will be better. • Progress made by individual pupils. • Sustained high levels of well-being demonstrated by data from student voice, parent surveys and teacher observation; and an increase in participation in enrichment activities.
<p>Improved oral and language skills and vocabulary among disadvantaged pupils.</p> <p>This will be measured through observations, ongoing formative assessments, engagement in lessons and book scrutiny.</p>	<ul style="list-style-type: none"> • Assessments and observations indicate significantly improved oral language among disadvantaged pupils. • End of key stage 1 and 2 data shows pupil premium pupils making progress in line with their peers.
<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 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: £ 6,950

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Developing staff awareness and understanding of the National Curriculum across EYFS/KS1 and KS2.</p>	<p>Through staff CPD, INSET, local school moderation, and staff meetings, teachers will gain a better understanding of their year group curriculum, and those above and below the year group they teach.</p> <p>Staff will be encouraged to observe in other schools to develop their own understanding and put pedagogy into practice.</p> <p>Subject leader CPD to ensure their knowledge remains current.</p>	<p>2 and 3</p>
<p>Further develop the teaching of vocabulary across the curriculum and the importance of the spoken word.</p>	<p>Ensure pupils use the correct terminology across the curriculum when speaking and writing. Pupils will feel empowered and gain confidence across a range of contexts. Oracy skills will improve and be reflected in progress and attainment.</p> <p>There is strong evidence to suggest that oral language interventions, including high-quality classroom discussion</p>	<p>2</p>

	have a high impact on reading (Education Endowment Foundation).	
Training for staff in the use of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	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.	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: £ 10,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tailored interventions and support (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 (a part-time teacher for 4-6 hours a week will provide this tutoring).	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).	2 and 3
To implement Emotional Literacy support work for identified pupils (a significant amount of these pupils will be disadvantaged).	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.	1

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

Budgeted cost: £ 3,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Financial support with trips and clubs to support all children 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, School Leaders 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

Provision of FSM

Budgeted cost: £ 5,250

Total budgeted cost: £ 26,200

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.

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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.