

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and National Tutoring Funding for the 2022 to 2023 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	Hitherfield Primary School
Number of pupils in school	
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers.	2022/23 to 2025/26
Date this statement was published	March 2023
Date on which it will be reviewed	March 2024
Statement authorised by	Christopher Ashley-Jones Executive Headteacher
Pupil Premium lead	Luke Parker, Head of School
Governor / Trustee lead	Jade Koch, Inclusion Lead

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£173,838
National Tutoring Funding	£22,494
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£196,332

# Part A: Pupil premium strategy plan

## Statement of intent

At Hitherfield, we recognise the many challenges faced by children growing up in disadvantaged families. We understand that children can be disadvantaged by a variety of situations and are committed to build relationships with our vulnerable families so that we understand their disadvantages and support them. It is our objective to ensure that all disadvantaged children are equipped to become independent, assessment capable learners who are able to meet and overcome the challenges they face when engaged in learning situations.

It is the role of every adult working in the school to support disadvantaged and vulnerable children to develop effective learning dispositions, to provide them with clarity about their learning tasks and access to a range of resources to support their learning. To this end, our staff are trained to provide high quality learning environments where children feel comfortable taking risks and developing control over their learning responses. We believe that it is essential for these children to develop effective dispositions and learning skills as they are not always in a position where they can rely on family members to support them in their learning.

As these children become more independent and capable learners, the attainment gap will narrow and they will progress to a point at which they meet the same expectations as their non-disadvantaged peers. However, unlike their non-disadvantaged peers, these children are unlikely to live with adults who are in a position to support their development. Therefore, they will be prioritised and have access to more support from adults in school, no matter what their level of academic attainment.

To enable us to meet the needs of our disadvantaged and vulnerable children we:

- ensure that children who are disadvantaged are identified, that their needs are assessed and that their progress is monitored closely throughout their time with us.
- train staff to create optimum learning environments and provide the most effective feedback to pupils as they learn.
- employ and train staff to work with disadvantaged families.
- engage with the National Tutoring Programme to provide tutoring for disadvantaged pupils.

## Challenges

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

Challenge number	Detail of challenge
1	Observations show that many disadvantaged pupils consistently find it difficult to form positive relationships with both adults and their peers. They have often changed schools at least once and also struggle with the self-regulation of their emotions. Because of this, their anxiety levels are high and this has a negative impact on their ability to make the best use of their learning experiences.
2	Baseline assessments show that many disadvantaged children have less developed language and communication skills on entry to the school. In particular, the range of vocabulary is poorer than in pupils who are not disadvantaged and children have less developed aural and enunciation skills which has an impact on the speed at which they can learn the phonic skills that will support early reading and writing.
3	Previous school data shows that many disadvantaged children, although making enough progress to meet the same expectations as non-disadvantaged children nationally, do not reach the same standards in maths, reading and writing as their non-disadvantaged peers in our school. The percentage of disadvantaged children reaching the higher standards are significantly lower than their non-disadvantaged peers.
4	Assessments of disadvantaged children have identified the increased impact of the pandemic in their pre-school experiences, where home adults did not have the capacity to support their children's learning and to give them the social experiences they would normally encounter.

## 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
Improved social engagement and self-regulation of emotions.	Children are able to manage relationships with their peers and know when to enlist the help of adults. Children are focused on learning when interacting in the learning environment.
Improved oral and aural language skills.	Children are able to communicate their needs effectively within the learning environment. Children use effective aural skills and enunciation when listening and speaking and practising phonic skills.

	Children develop a vocabulary in line with their non-disadvantaged peers.
Disadvantaged children without other significant barriers to learning close the attainment gap between them and their peers in this school by the end of KS2.	Disadvantaged children, not in receipt of statutory SEND provision, meet the expected standards at the end of KS2 in reading, writing and maths.
As they develop, all children but particularly disadvantaged children, are able to use effective learning dispositions (metacognition) and technical skills to approach learning tasks independently including when working remotely.	Children have a range of strategies to enable them to persist with learning tasks and overcome challenges they face without being overly reliant on adults.
All children but particularly disadvantaged children act on feedback they receive and understand where they are within the learning process and what they need to do next to build skills, knowledge and understanding in all areas of learning.	<p>Teachers provide clarity within the learning environment so children know what they are expected to do and can determine how they will be able to do this successfully when undertaking a sequence of learning.</p> <p>Children confidently engage with all elements of the learning environment, whether school based or virtual, to receive feedback enabling them to continue within the learning process as independently as their stage of development allows.</p> <p>Children are capable of assessing their progress and attainment against clear standards/models of good work.</p>

## 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: £8,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>On going use of a DFE validated systematic phonics programme to ensure teacher clarity and efficiency in teaching this area. (£1250)</p> <p>Purchase of banded reading books to support the systematic teaching of phonics. (£5000)</p>	<p>The EEF Guidance Report for Improving Literacy in Key Stage 1 sets as a key recommendation the need to ‘effectively implement a systematic phonics programme.’</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks-1/Literacy_KS_1_Guidance_Report_2020.pdf">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks-1/Literacy_KS_1_Guidance_Report_2020.pdf</a></p> <p>EFF Toolkit shows that systematic phonics programmes can lead to +5 months progress</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p>Hattie shows that a focus on phonics instruction will have an effect size of 0.70 (effect sizes above 0.40 will lead to increased progress).</p>	<p>2,3,4</p>
<p>Use of the Mastering Number programme to develop the teachers’ understanding of how children learn mathematics. All EYFS and KS1 practitioners will be trained to deliver this programme. (CPD £1000)</p>	<p>The EEF Guidance Report for Improving Mathematics in Key Stage 1 sets as a key recommendation the need to ‘develop practitioners’ understanding of how children learn mathematics.’</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/early-maths/EEF_Maths_EY_KS1_Guidance_Report.pdf">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/early-maths/EEF_Maths_EY_KS1_Guidance_Report.pdf</a></p> <p>EFF Toolkit shows that Mastery learning programmes can lead to +5 months progress.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></p>	<p>3,4</p>

<p>Continuing Professional Development for teachers through the Visible Learning Programme. This is focused on strategies to create assessment capable learners to improve the quality of learning. These strategies include an understanding and implementation of metacognition, SOLO Taxonomy (understanding of the learning process to deepen learning), Teacher clarity (ensuring learners know what, why and how they need to engage with a learning task) and effective Feedback principles.</p> <p>Funding and release time for 2 current teachers to be Impact Coaches to support the training of colleagues. (CPD £1000)</p>	<p>The meta-analysis of Professor John Hattie has identified areas of teachers' mindsets and practice that have the greatest impact on learning. This is explained in the Visible Learning Programme which our school is in the process of implementing.  <a href="https://osiriseducational.co.uk/visible-learning-plus/">https://osiriseducational.co.uk/visible-learning-plus/</a></p> <p>Principles of effective Feedback outlined in the Visible Learning programme also appear in the EEF Guidance Report 'Teacher Feedback to Improve Pupil Learning'.  <a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/feedback/Teacher_Feedback_to_Improve_Pupil_Learning.pdf">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/feedback/Teacher_Feedback_to_Improve_Pupil_Learning.pdf</a></p> <p>EFF Toolkit shows that practice focus on:  Metacognition and self-regulation can lead to +7 months progress.  Feedback can lead to + 6 months progress  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p> <p>Hattie shows the following effect sizes (effect sizes above 0.40 will lead to increased progress) when focus is on these areas:  Collective efficacy – 1.57  Teacher clarity – 0.75  Meta-cognitive strategies – 0.60  Reflection – 0.75  Feedback – 0.70  Self-efficacy – 0.92</p>	<p>3,4</p>
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £68,797

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Trained Early Years Educators deliver the NELI programme to develop and improve the spoken language skills of disadvantaged children. (£3,295)</p>	<p>The EEF Guidance Report for Improving Literacy in Key Stage 1 sets as a key recommendation the need to ‘develop pupils’ speaking and listening skills and wider understanding of language.’</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks-1/Literacy_KS1_Guidance_Report_2020.pdf">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks-1/Literacy_KS1_Guidance_Report_2020.pdf</a></p> <p>The Reception (aged 4–5) Nuffield Early Language Intervention Programme (NELI), has been shown to improve children’s oral language and early literacy skills, including in two robust EEF trials.</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/oxford-university-nuffield-early-language-intervention-development-of-a-n-online-training-model">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/oxford-university-nuffield-early-language-intervention-development-of-a-n-online-training-model</a></p> <p>EFF Toolkit shows that Oral language interventions can lead to +6 months progress</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	<p>2,3,4</p>
<p>Trained tutors from within the school staff to deliver small group tuition for disadvantaged children - National Tutoring Programme. The tuition will be focused on learning needs as assessed through formative and summative assessment. (£37,490)</p>	<p>EFF Toolkit shows that small group tuition can lead to +4 months progress</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	<p>3,4</p>
<p>Additional phonics sessions provided for disadvantaged pupils</p>	<p>EFF Toolkit shows that systematic phonics programmes can lead to +5 months progress</p>	<p>2,3,4</p>

<p>throughout the school who require further support.(£27,012)</p> <p>Training for staff to ensure that this programme is implemented successfully. (£1000)</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p>Hattie shows that a focus on phonics instruction will have an effect size of 0.70 (effect sizes above 0.40 will lead to increased progress).</p> <p>EFF Toolkit shows that small group tuition can lead to +4 months progress</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £132,908

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provision of two Learning Mentors who explicitly teach children to self-regulate in the school environment and provide wider support to disadvantaged families which leads to higher parental engagement. (£64,000)</p>	<p>The EEF Guidance Report for Improving Social and Emotional Learning in Primary Schools’ sets as a key recommendation the need to ‘Teach SEL skills explicitly.’</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf</a></p> <p>EFF Toolkit shows that practice focus on both social and emotional learning and parental engagement can lead to +4 months progress</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	<p>1,4</p>
<p>Provision of a Play Therapist to support children whose disadvantage is impacting on their ability to form relationships and to self-regulate within the school environment. Therapists liaise with adults that interact with those children to increase the understanding of strategies that will be effective in forming</p>	<p>The EEF Guidance Report for Improving Behaviour in Schools’ sets as a key recommendation the need to ‘Know and understand your pupils and their influences.’</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Report.pdf">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Report.pdf</a></p>	<p>1,4</p>



<p>relationships with them. (£15,000)</p>	<p>Hattie shows that a focus on Behavioural intervention programmes has an effect size of 0.62 (effect sizes above 0.40 will lead to increased progress).</p>	
<p>Provision of Emotional Literacy Support Assistant for the equivalent of half a week. This target support provides specific social and emotional regulation skills. (£12,646)</p>	<p>The EEF Guidance Report for Improving Behaviour in Schools' sets as a key recommendation the need to 'Know and understand your pupils and their influences.' <a href="https://d2tic4wvo1iusb.cloudfront.net/eeef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Report.pdf">https://d2tic4wvo1iusb.cloudfront.net/eeef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Report.pdf</a></p> <p>Hattie shows that a focus on Behavioural intervention programmes has an effect size of 0.62 (effect sizes above 0.40 will lead to increased progress).</p>	
<p>Pupil progress meetings including the Head of School, relevant phase leader and the teacher/s of each individual class. These meetings focus on analysing the evidence collected in regard to pupils' performance in key areas of learning and using this evidence to inform key actions to support learning. This contributes to collective teacher efficacy (CTE) where teachers form a belief (supported by evidence) that they can collectively make a positive difference to the learning of the pupils in the school. (£3000)</p> <p>Purchase of standardised tests to provide evidence of the specific strengths and areas for development to ensure that each pupil receives the correct interventions and feedback. This supports teachers in providing evidence to support CTE. (£3700)</p>	<p>Hattie shows that CTE has a significant effect on pupil outcomes as evidenced by Albert Bandura, Goddard et al and more recently, Rachel Eells. It has an effect size of 1.57 (effect sizes above 0.40 will lead to increased progress).</p>	<p>2,3,4</p>
<p>To ensure disadvantaged pupils are provided with extra-curricular opportunities.</p> <p>1. 20% of our extra-curricular club spaces are fully funded</p>		

for disadvantaged pupils. (£10,200) 2. gardening activities specifically for disadvantaged pupils for one day a week and associated resources costs (£10,000) 3. Reduced and zero cost for disadvantaged pupils for the Year 6 residential school journey (£14,362)		
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## Total budgeted cost: £201,705

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 2021 to 2022 academic year.

External Year 6 assessments (SATS) in May 2022 showed that overall pupils at Hitherfield attained in line with national and that the disadvantaged pupils attained significantly below the overall national figures. However, once the number of children with EHCPs (9 children) and those who arrived at Hitherfield within 18 months of the end of their primary school careers (3 children) are taken into account, pupils at Hitherfield attained higher than national and the disadvantaged were in line with national. Progress scores for Reading and writing were in line with national and significantly below for maths, before taking into account the high EHCP numbers and the new to Hitherfield pupils. However, these progress figures improved significantly once these children were accounted for.

Year 1 phonics outcomes for all pupils were in line with National. Disadvantaged pupils attaining the expected standard was 22% lower than the non-disadvantaged pupils to Hitherfield, emphasising the importance of on-going and targeted support into Year 2 and beyond.

Year 2 phonics resit outcomes showed that all pupils attained the expected standard apart from those with identified special needs. This demonstrates the positive impact of the additional phonics sessions provided.

Year 2 teacher assessments showed that just over a third of disadvantaged pupils attained the expected standard or higher. Internal information shows that these pupils

were adversely impacted upon by the pandemic and that the school interventions and support is gradually closing the gap from their starting points.

Disadvantaged pupils in the Foundation Stage started their Reception year significantly behind the expected standard and whilst targeted support was in place, under a third of them attained a Good Level of Development. This reflects the on-going impact of the pandemic and the lack of important social and learning experiences for these children in their preschool years.

Internal school data and tracking information shows that the majority of disadvantaged pupils started the academic year behind their non-disadvantaged peers, but that the gap closed as the academic year progressed due to the in-school support provided.

## 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
Little Wandle Phonics	Wandle Learning Trust

## 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)

Disadvantaged children in our school generally engage in fewer enrichment activities outside of school than their non-disadvantaged peers. This has an impact on their ability to build cultural capital. This has increased even further during the pandemic period as many parents reported that they were hesitant to engage in enrichment activities due to their fear of contracting the Covid virus. To ensure that these children are not disadvantaged further we:

- ensure that children undertake an educational visit or engage with an educational visitor to increase their knowledge and understanding of the world and contribute to them developing cultural capital. During these visits, disadvantaged children are supervised by adults who give them extra opportunities to develop their vocabulary and understanding in reference to the experience they are undertaking.
- provide the opportunity for disadvantaged children to take part in the school's Outdoor Adventure programme so that they are able to build life skills, face challenges and practise self-regulation in novel contexts outdoors.
- employ a librarian for one day a week to ensure that children, and in particular disadvantaged children, are encouraged to read widely and have an inviting space to do so.
- ensure that a member of staff is responsible for organising a World of Work Week once a year to improve the aspirations of pupils throughout the school.