

Pupil premium strategy statement-Humshaugh C of E (Aided) First School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	52 (+8 Nursery)
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Jude Long Headteacher
Pupil premium lead	Lynne Thomson
Governor / Trustee lead	Herbie Newell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13,300
Recovery premium funding allocation this academic year	
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	

Part A: Pupil premium strategy plan

Statement of intent

At Humshaugh First School, we passionately strive to ensure that all pupils in our school irrespective of their home circumstances or personal barriers, make good progress from their starting points and achieved expected or higher attainment in all subject areas. At the heart of our pupil premium strategy is the determination to support disadvantaged pupils in developing academic skills and personal attributes whilst growing their cultural capital and instilling a lifelong love for learning.

Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstances and background.
- Remove the stigma associated with poverty and deprivation.
- Narrow the achievement gaps between disadvantaged pupils and their non-disadvantaged counter parts both within school and nationally.
- Embed Fundamental British Values to ensure pupils are understanding and respectful of one another.
- Ensure that ALL children will be competent readers by the time they leave our school; able to decode accurately and to comprehend what they have read.
- Develop pupils' ability to take risks in their learning and build resilience.
- Enable pupils to look after their social and emotional wellbeing.
- Develop pupils' ability to communicate effectively and confidently in a range of contexts.
- Ensure pupils access a wide range of opportunities to develop 'awe and wonder' of the world around us.

Quality first teaching is at the heart of our approach. Our school environment is relaxed, calm and supportive, giving children the best possible chances to learn and achieve. Our Christian ethos and vision of being the good soil for everyone to dream big and flourish is embedded throughout the school. The school day has been poverty proofed to ensure that our disadvantaged pupils are not made to feel different from their peers and are not discriminated against. Additionally, teachers recognise that low level disruption can create barriers to learning and therefore endeavour to create a positive ethos in the classroom to mitigate this.

At Humshaugh First School, our curriculum is language rich, giving context to learning and teaching transferable skills. Disadvantaged pupils in our school are actively encouraged to take risk and we help them to recognise this as being part of the learning process. Learning opportunities are purposeful and deliberate, with opportunities built in for pupils to revisit prior learning and practise new skills to help them remember. Intervention is targeted and focused on developing reading skills to help close the word gap and consequently enabling pupils to access all areas of the curriculum. Teachers strive to develop pupils' cultural capital by planning opportunities (in and out of the classroom) that will enhance learning and provide our disadvantaged pupils with the experiences that they otherwise would not be exposed to.

The above strategies are proved to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. We ensure that the approaches we have adopted complement each other to help our pupils to excel. To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged in the work that they set by asking more, checking more and giving them more;
- Act early to intervene at the point need is identified;
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' *outcomes and raise expectations of what they can achieve.*

Challenges

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

Challenge number	Detail of challenge
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1	Across Reception, Y1-4, attainment gaps in core subjects exist for some PP children compared to non-PP children. This particularly evident in Year 3 and 4 whose pupils had their Reception/Year 1 year greatly disrupted by the first Covid-19 Lockdown.
2	Due to the locality of our school, our disadvantaged pupils have increased barriers to and limited opportunity to learn about different cultures when compare to non-disadvantaged pupils, compounded further due to lack of enrichment opportunities during school closure.
3	All pupils including disadvantaged pupils have missed the opportunities to develop their social and emotional skills due to national lockdown. Including listening skills, independence skills, gross and fine motor skills as well as self belief.
4	Some children in receipt of Pupil Premium have limited life experiences beyond their home and immediate community, creating a 'cultural capital' disadvantage. They may also have limited access to books, libraries and technology (such as computers, Wi-Fi etc.)
5	On average, pupils eligible for Pupil Premium Grand have lower attendance and punctuality than other pupils at Humshaugh First School.

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
Disadvantaged pupils make at least expected progress, from their individual starting points, across all areas of the curriculum and, more specifically in Reading, Writing and Maths.	More disadvantaged pupils attaining EXS + and expected progress in KS1 and KS2. Narrowing the gap between PP and Non-PP cohorts across all year groups.
Disadvantaged pupils are able to articulate their ideas more clearly due to increased oracy and access to a wider range of vocabulary.	Higher proportion of disadvantaged pupils achieving EXS + / expected progress in KS1 and KS2 reading. Triangulation of QA evidence (assessments, observations, books) indicates significantly improved oral language among disadvantaged pupils. Subject specific vocabulary is used precisely and pupils share their ideas in full sentences.
Pupils in EYFS and KS1 have the strong foundational skills required to become lifelong learners.	The % of disadvantaged pupils achieving GLD in English and Maths is at least in line with all other areas.

	PP children will have attainment in line with non-PP children in the Phonics Screening Check.
Access to better learning resources and opportunities for disadvantaged pupils.	Observations/Pupil voice indicates that disadvantaged pupils have access to improved classroom resources. The extra-curricular activities tracker shows an increase in the number of pupils attending clubs.
Improved attendance and welfare of disadvantaged pupils.	Narrowing the gap between disadvantaged pupils and non-disadvantaged pupils. Narrowing the gap between disadvantaged pupils and national average. CPOMs shows that particularly vulnerable PP pupils are flagged and appropriate interventions introduced and tracked using intervention records.

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: £ 3,500

Activity	Evidence that supports this approach	Cost	Challenge number(s) addressed
Smaller class sizes in Reading and Maths in LKS2 where PP numbers are highest. High staffing ratios in KS1/LKS2 to address the disadvantage gap.	By working in smaller groups, teachers/TAs are able to work on personal feedback with individual learning and targets on a more regular basis. This allows pupils to focus their actions on achieving their endpoints and helps them to align effort with outcome. Feedback Teaching and learning Toolkit Education Endowment Foundation EEF Teacher Feedback to Improve Pupil Learning Guidance Reports Education Endowment Foundation EEF	£1,000	1, 3

To build upon our targeted academic support in reading through RWInc and Maths through White Rose and Big Maths so we can provide additional hours to experienced supports assistants to provide high quality structured interventions.	EEF (Education Endowment Foundation) evidence indicates that small group and one to one can be a powerful tool for supporting targeted pupils as part of a structured programme.	£1,000	1, 3
Retaining and developing high quality staff by investing in their development	"The primary tool for narrowing gaps is high quality teaching and learning. Poor teaching has a disproportionate effect on disadvantaged learners. The good news is that high quality teaching has a disproportionately positive effect on disadvantaged learners too. " Marc Rowlands – An Updated Practical Guide to pupil premium 2015	£1,000	1, 3
To release RWI lead to carry out monitoring and CPD with staff		£500	

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

Budgeted cost: £7,000

Activity	Evidence that supports this approach	Cost	Challenge number(s) addressed
Forest School is developed to ensure strong links to the curriculum in each class so progress is enhanced throughout the curriculum by	'Outdoor learning is used in various formats to support children's personal, social and emotional development. This can be through group work, team building and the development of social and communication skills.' 'It can provide opportunities for	£1,500	1, 2, 4, 5

Forest School activities.	learning across many subjects, and also support children's holistic development.' (Dillon & Dickie, 2012 ; Fiennes et al., 2015 ; Gill, 2011 ; Rickinson et al., 2004)		
Introduce STEM and DT Food Tech lessons/days across the whole school.	STEM learning helps pupils to develop a new set of skills that are transversal, multi-dimensional and associated with high order thinking. These are skills that are essential in developing cultural capital and ultimately 21 st century competence. It also empowers girls with the skillset that they need to be able to compete with their male counterparts later in life. Benefits of STEM Education K4D Helpdesk Report and associated key websites	£1,000	1, 2, 4, 5
Continue to acquire new texts for RWI and wider fiction and non-fiction for LKS2 for use across all the whole school and to promote reading and to develop comprehension skills.	All Reception and KS1 pupils have access to RWI books for at home and school. LKS2 pupils use a wide range of quality texts to improve their reading fluency and comprehension skills with daily reading sessions. Improving Literacy in Key Stage2 Guidance Reports Education Endowment Foundation EEF Reading and Comprehension Strategies Teaching and learning Toolkit Education Endowment Foundation EEF	£2,000	1, 2, 3, 4
Establish small, daily group maths and English intervention for disadvantaged pupils falling behind age-related expectations.	Short regular sessions that are additional to the maths lesson and linked to learning in the class are shown to have optimum impact. One to One Tuition Teaching and learning Toolkit Education Endowment Foundation EEF Recommendations 3, 5 and 6 Assisting Students Struggling with £1200 1, 3, 4 8 Mathematics: Response to	£1,000	1,3, 4

	Intervention (RtI) for Elementary and Middle Schools IES		
Continue to subscribe to Nessy Reading and Spelling and trial Nessy Numbers for all children in Reception, KS1 and selected children in LKS2.		£1,500	1, 3, 4

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

Budgeted cost: £3,000

Activity	Evidence that supports this approach	Cost	Challenge number(s) addressed
To continue to provide a system to monitor safeguarding, pastoral and wellbeing concerns in an effective way	To ensure timely, accurate and effective recording of all issues. The range of evidence that can be easily stored on the system builds a powerful evidence trail that keeps all relevant stakeholders informed.	CPOMs annual fee £600	
Every child will experience several out of school visits every year. These visits will be half price to all children in receipt of PP funding	We value the opportunities that school can provide in organising visits and residential to inspire, motivate and extend what children have been learning in class. We believe that social skills play an important part in the makeup of a successful learner which are actively encouraged in visits out of school.	£2,400	1,2,3,4,5

Total budgeted cost: £3,500+£7,000+3,000=£13,500

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcome 1- To improve oral language skills and vocabulary among disadvantaged pupils.

End of year assessments indicated that dis-advantaged pupils had made good progress from their starting points with oral language. One family of three pupils were PA and this impacted their overall progress. At the start of the new academic year their engagement in lessons has improved and they are being monitored.

One EAL pupil achieved 38/40 in her Phonics Screening having started in September 2022 with no English.

Outcome 2-To Improve reading attainment among disadvantaged pupils.

60% of PP pupils achieved Expected standard for reading in July 2022.

Outcome 3-To improve experience of a range of enrichment activities.

The Year 4s went on a one night residential

100% of PP pupils attended at least one after school club or Breakfast club.

All PP children took part in off site educational visits including Great North Museum, Killhope Mining Museum, Tynemouth Aquarium and Queens Hall Theatre.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Nessy Reading and Spelling	Literacy Shed
Nessy Numbers (Trial Autumn term)	The Write Stuff
Big Maths	

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.