



Handale Primary School Pupil Premium Strategy Statement 2021

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	Handale Primary School
Number of pupils in school	185 (Reception – Year 6)
Proportion (%) of pupil premium eligible pupils	83 pupils (45%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 2022/2023 2023/2024
Date this statement was published	October 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Mrs Nicola Padgett Headteacher
Pupil premium lead	Mrs Rio Farrier Deputy Headteacher
Governor / Trustee lead	Mrs Janet Husband/Miss Gemma Harrison Lead for disadvantaged children

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£113, 530
Recovery premium funding allocation this academic year	£9, 112.50
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£3, 793
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	£126, 615.50



Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make at least good progress and achieve high attainment across all subject areas. The focus of our strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. First Quality teaching is the heart of our approach, with a specific focus on areas in which disadvantaged pupils require the most support. We believe this has the biggest impact on the development of the child and closing the disadvantage gap and at the same time will benefit the non-disadvantaged in school.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF should then be used to support decisions around the usefulness of different strategies and their value for money. Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, attendance and punctuality issues, a lack of confidence and low self-esteem. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no 'one size that fits all.'

Our ultimate objectives are:

- ✓ To narrow the attainment gap in reading, writing and maths between disadvantaged and non-disadvantaged pupils, both in school and nationally through quality first teaching and increased opportunities for reinforcement of learning at home.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our children's health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through:

- Ensuring that teaching and learning opportunities (including quality first teaching) meet the needs of all pupils.
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- Ensuring that disadvantaged pupils have access to a range of interventions in school to meet their SEND needs, identified on EHCPs and IPM (Individual Provision Maps).
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.
- Providing an intensive pastoral support service for pupils and parents, identified through school as vulnerable or in need. We aim for disadvantaged pupils to increase their attendance at school, therefore closing the gap between themselves and non-



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disadvantaged pupils and enabling them to experience the full learning experience we offer at Handale Primary.

- Identified targeted children on provision maps, PPG proformas and intervention impact sheets.
- Pupil progress meetings to discuss disadvantaged children including successes and any areas for further support to enable children to make expected progress.

Achieving these objectives:

- Ensuring all teaching in school is at least good ensuring that the quality of teaching experienced by all children is improved.
- Providing booster sessions for targeted disadvantaged children in Year 4, Year 5 and Year 6 during the Spring Term.
- National Tutoring Programme in the Autumn Term to target underachieving disadvantaged pupils.
- Allocate a Teaching Assistant to each Year Group (classes over 20) – providing small group work focussed on overcoming gaps in learning
- 1:1 support in the Small Learning Community for PPG with SEND.
- All of our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Additional learning support.
- Supporting payment for activities, educational visits and residentials. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Behaviour support.

Challenges

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

Challenge number	Detail of challenge
1	Outcomes and progress of the pupils are significantly affected by their SEND and home life.
2	Increased numbers of pupils with complex needs, including speech and language, social communication, poor working memory, attention difficulties, motor skills, social emotional and mental health.
3	Lack of support from home due to parent's academic ability and confidence. Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils failing further behind age-related expectations, especially in Maths.



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4	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged has been between 2.8% and 6.7% lower than for non-disadvantaged pupils.</p> <p>In 2020 – 2021 94.6% of disadvantaged pupils have been persistently absent compared to 94.7% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils.</p>
5	<p>Narrowing the in-school attainment gap across Reading, Writing and Maths</p> <p>Internal data assessments indicate that maths attainment in particular among disadvantaged pupils is significantly below that of non-disadvantaged.</p> <p>At the end of the academic year 2020 – 2021, in Maths the average % of disadvantaged pupils achieving the expected standard was 49% (YR-Y6 Disadvantaged pupils) compared to 77% of non – disadvantaged pupils achieving the expected standard (a gap of 28%).</p> <p>In Writing, the average % of disadvantaged pupils achieving the expected standard was 61% compared to 82% (YR-Y6 Disadvantaged pupils) of non – disadvantaged pupils achieving the expected standard (a gap of 22%).</p> <p>In Reading, the average % of disadvantaged pupils achieving the expected standard was 67% (YR-Y6 Disadvantaged pupils) compared to 82% of non – disadvantaged pupils achieving the expected standard (a gap of 15%).</p> <p>Focus year groups: Maths Y1 to Y6 Writing YR, Y2, Y4 and Y5 Reading Y1 and Y2</p>
6	<p>Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers and on the wider curriculum as reading is the key to learning.</p>

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
Pupils make at least expected progress in reading, writing and maths.	<p>Gap will close in progress made between PP and non-PP. Achieve national average progress scores in Reading, Writing and Maths</p> <p>KS2 reading, writing and maths outcomes in 2024/25 will show that at least 80% of disadvantaged pupils will have met the expected standard.</p>



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Improved attainment in Maths	<p>Gap will close in attainment made between PP and non-PP. In 2024/2025, maths outcomes will show that at least 60% in Reception, 70% in Y1 – 3, 75% in Y4-5 and 80% in Y6 of disadvantaged pupils will have met the expected standard.</p> <p>Mathematics guidance: key stages 1 and 2 (covers years 1 to 6) (publishing.service.gov.uk)</p>
Pupils access a wide range of interventions to meet their SEND needs, including speech and language.	As their SEND needs are being addressed, PP pupils make expected progress or exceed their targets set in Reading, Writing & Maths.
Improved attitudes to learning.	<p>Reduction of incidents reported on CPOMS.</p> <p>Pupil surveys reflect enjoyment in school and improved attitudes to learning.</p> <p>Social skills, independence, perseverance and team work are developed.</p> <p>Sustained high levels of wellbeing from 2024/25 will be demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from pupil voice, parent and pupil surveys and teacher observation • A significant increase in participation in enrichment activities, particularly among disadvantaged pupils
PP attendance increases.	<p>Attendance of identified PP pupils increases and the gap between PP and non-PP narrows.</p> <p>Sustained high attendance from 2024/25 will be demonstrated by:</p> <ul style="list-style-type: none"> • Whole school attendance will be no less than 96.5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%. • The percentage of all pupils who are persistently absent being 92% and the figure among disadvantaged pupils being no more than 2% lower than their peers.

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: £ 50, 369.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>TA support in YR, Y1, Y2, Y3, Y4 and Y6</p>	<ul style="list-style-type: none"> High quality focus groups delivered in Maths and English sessions by teaching assistants. 	<p>1,2,3,5</p>
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<ul style="list-style-type: none"> Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction. <p>Assessment and feedback EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2,3,4,6</p>
<p>Purchase of a DfE validated Systematic Synthetic Phonic programme to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils.</p> <p>Choosing a phonics teaching programme - GOV.UK (www.gov.uk)</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p>	<p>6</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to work closely with Sunderland to access CPD (including teaching for mastery training, reasoning and problem solving) and the implementation of Number Sense</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellent in the Teaching of Mathematics, drawing on evidence based approaches.</p> <p>The EEF guidance is based on a range of the best available evidence:</p>	<p>3,5</p>
<p>Improve the quality of social and emotional</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved attitudes,</p>	<p>4</p>



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<p>(SEL) learning. (PSHCE)</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>behaviour and relationships and improved academic performance.)</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £54, 063.09

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> Quality first teaching for all pupils. TA CPD is ongoing for Maths and English by leads Maths is high priority on school development plan. Pupil Progress meetings track progress of PP pupils and appropriate, timely interventions are put in place. 	<ul style="list-style-type: none"> EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. Training and supporting highly qualified teachers deliver targeted support. 	1,3,5,6
<p>Purchase web-based programs to be used in school at home.</p> <ul style="list-style-type: none"> Spelling Shed Lexia TTRS 	<p>EEF toolkit – parental engagement</p> <p>EEF guide to pupil premium – targeted academic support</p> <p>EEF – digital technology – clear evidence technology approaches are beneficial for writing and maths practice.</p>	1,3,5



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<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular daily sessions over the year.</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>Choosing a phonics teaching programme - GOV.UK (www.gov.uk)</p>	<p>6</p>
<ul style="list-style-type: none"> • HLTA delivers interventions 0.4 days a week to pupils identified as in need. • TA's deliver interventions 0.5 days a week to pupils identified as in need. • Learning Mentor/Family Support Worker 	<p>EEF – oral language interventions consistently show positive impact on learning.</p> <ul style="list-style-type: none"> • High quality small group interventions • Specialists lead CPD sessions with individual pupils and staff. • Proven interventions are used, with evidence supporting the development in social skills, speech and language, behaviour and mental health. • EEF – social and emotional learning – improves interaction with others and self-management of emotions – impacts on attitudes to learning and social relationships in school, which increases progress in attainment. 	<p>1,2</p>
<p>Engaging with the National tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are higher attainers.</p>	<ul style="list-style-type: none"> • Small group tuition is defined as one teacher or professional educator working with one to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress or to teach challenging topics or skills. <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>1,3,5</p>



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

Budgeted cost: £ 22, 321.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> • Full time/Part time Family Support Worker • FSW contacts all new families as join, finds out needs and circumstances and offers support. Consent form filled in. • Register of families and level of support required. • PP families receive a weekly call off FSW and offers of support. • Home visits • Signposting for support • HSLW attends TAF, CIN, CP meetings 	<p>Parent surveys</p> <p>Decrease in numbers of families in CIN, CP due to increase in families accessing early intervention from home school link worker.</p> <p>Dedicated person in the role, who builds a relationship where the parents trust them and feels they will listen to them and provides them with the support they require, leads to improved relationships with school and home lives for the whole family.</p> <p>EEF toolkit– Parental engagement</p> <p>FSW – Mrs Tully</p> <p>Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)</p>	1,5
<ul style="list-style-type: none"> • Training and release time for staff to develop and implement new procedures. • Office staff phones families at 9am if pupil not in school and offers support. • FSW and HT will pick up child from home if required. • FSW works closely with attendance officer from LA, pupils below 96% are identified and protocols followed. 	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Dedicated person who monitors attendance and who has a good relationship with parents is most effective at ensuring good pupil attendance.</p> <p>Attendance interventions rapid evidence assessment EEF (educationendowmentfoundation.org.uk)</p> <p>Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk)</p>	1,4



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<ul style="list-style-type: none"> • Cultural capital experiences promoted in the curriculum. • Essential experiences built into curriculum planning • Reduction in cost of trips for PP • Residential trip cost is greatly reduced for PP • Sports events /afterschool clubs promoted to PP are encouraged to attend • Outdoor learning encouraged 	<p>Learning is contextualised in concrete experiences and language rich environments.</p> <p>Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.</p> <p>Pupil surveys reflect greater enjoyment and engagement in school.</p> <p>Enrichment activities offer children a context for leaning and a stimulus to trigger their interest which can be evidenced in pupil books and data.</p> <p>EEF – sports participation increases educational engagement and attainment.</p> <p>EEF – outdoor adventure learning shows positive benefits on academic learning and self - confidence.</p> <p>Education Endowment Foundation EEF</p> <p>Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk)</p>	3
<ul style="list-style-type: none"> • Bungalow Project for wellbeing 	EEF - Wellbeing	

Total budgeted cost: £ 126, 753.09



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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.

Our internal assessments during 202/2021 suggested that the performance of disadvantaged pupils was lower than in the previous 2 years in key areas of the curriculum. Despite being on track during the first year 2018/2019, the outcomes we aimed to achieve in our previous strategy by the end of 2020/2021 were therefore not fully met.

Our assessment of the reasons of these outcome points primarily to Covid-19 impact, which disrupted all our subject areas to different degrees. As evidence in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by the use of online daily teaching and resources such as White Rose Maths and Oak National Academy.

Aim	Outcomes
<p>All underachieving children will be identified and addressed through assessment for learning strategies within lessons. Their needs will be addressed through marking and feedback and follow up interventions.</p>	<p>We achieved:</p> <p>Same day intervention target gaps in learning from previous lessons – linked to basic skills in English and Maths. Provision Maps were updated termly and interventions were recorded. Pupil progress meetings highlighted progress pupils were making and identified next steps. Tutoring Programme was used effectively with Year 1, Year 3 and Year 6 pupils in reading. Pre-teaching interventions provide opportunities to rehearse skills in advance. All vulnerable children offered a place during national lockdown January to March 8th. Higher involvement with parents during lockdown. Impact of the NTP</p>
<p>Children who have social and emotional difficulties in school are identified swiftly. They have access to early intervention to provide suitable support. School provides a positive and safe environment for these children.</p>	<p>We achieved:</p> <p>FSW (Mrs Tully) worked effectively with families and targeted individuals. Edukit surveys were completed, analysed and support was put in place.</p>



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	<p>Daily PSHE sessions took place during the school day after returning from the Spring Term lockdown. Teachers identified pupils who were in need of early intervention.</p>
<p>Year 1 pupils with low starting points in social and emotional development, physical development, phonics/reading and maths to be well supported to make strong progress.</p>	<p>We achieved:</p> <p>Phonics progress was strong during the Summer Term and interventions were delivered effectively by the Y1 teacher and teaching assistants. Pupils were identified on provision maps and interventions were put in place in the Summer Term. CPD for staff on how to deliver successful interventions. A new maths scheme was introduced to ensure that all pupils are given the opportunity to succeed. Impact of the NTP</p>
<p>The teacher and teaching assistant will have to work effectively together to ensure the correct support and provision is provided.</p>	<p>We achieved:</p> <p>Strong relationships were maintained between teachers and teaching assistants to support the needs of identified pupils. Interventions were planned carefully and focused on the gaps in pupils knowledge.</p>
<p>Provide the right support for disadvantaged pupils who are completing remote learning at home. Provide enough support for pupils to continue learning at home daily if there is a bubble closure or another lockdown.</p>	<p>We achieved:</p> <p>We changed the way we delivered home learning during the second lockdown and this was proven to be successful. Teachers taught daily on zoom and video lessons were provided to support the children throughout their timetable during the school day. Learning at home matched the learning that would have been completed in school. Vulnerable pupils were invited into school. HT and FSW worked effectively to monitor attendance and complete home visits.</p>