

# Halstead Community Primary School Pupil Premium Strategy statement 2023-2024

This statement details our school's use of pupil premium (and recovery premium 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	Halstead Community Primary School
Number of pupils in school	55
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	Sept 2024
Statement authorised by	Sue Saheed, Headteacher
Pupil premium lead	Sue Saheed, Headteacher
Governor / Trustee lead	Susan Gregory, lead for disadvantaged pupils

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 23,280
Recovery premium funding allocation this academic year	£ 2,320
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0.00
<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	£ 25,600

# Part A: Pupil premium strategy plan

## Statement of intent

The Staff and Governors of Halstead Community Primary School are committed to meeting the needs of all of the pupils so that all make maximum progress and reach their potential. The Pupil Premium funding will be used by Halstead Community Primary School to address any underlying inequalities between children eligible by ensuring that funding reaches the students who need it most to support and improve their learning. In making appropriate provision for this we also acknowledge that not all pupils in receipt of free school meals are socially disadvantaged.

We ensure 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.

We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. The Governors reserve the right to allocate the Pupil Premium Funding to support any pupil or groups of pupils the school has legitimately identified as needing additional support to achieve improved outcomes in learning and/or well-being.

Pupil premium funding will be allocated following a needs analysis, which will identify priority classes, groups or individuals.

We are committed to excellence and the maintenance of high standards. We offer a wide range of provision aimed at enabling all learners to enjoy and thrive in learning and achieve their best. All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age related expectations. Initially this will be in communication, English and maths, but will also cover enrichment activities to encourage engagement and a love of learning and their school.

We always seek to provide outstanding quality first teaching for all pupils. Timely, precision teaching intervention is also used to maximise pupils' progress and attainment.

The school's leadership team will monitor the attainment and progress of all pupils and decide which pupils need additional provision and what this provision will be. We use on-going and fixed-point assessment to identify children's learning needs and plan next steps teaching. A range of additional support may be provided that is felt to best meet the child's needs at the time.

## Challenges

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

Challenge number	Detail of challenge
1	A high proportion of the pupil premium children also have SEN need
2	A high proportion of PP are boys who attain lower than other boys
3	<p>Our assessments and observations indicate that the education and wellbeing 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.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.</p>
4	Observations and discussions with pupils indicate under-developed oral and written language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
5	Internal assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
6	Internal assessments indicate that phonics and reading attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
7	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.
8	A limited numbers of pupils have sufficient support at home to help them develop reading, writing and mathematical skills compared to non-PP
9	<p>Our attendance data indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils.</p> <p>A greater proportion of disadvantaged pupils have been 'persistently absent' compared to their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved phonics and reading attainment among disadvantaged pupils.	PP children attain as high non PP children in their year group for reading. KS2 outcomes in 2024/25 for PP children are in line with national.
Improved writing attainment among disadvantaged pupils.	PP children attain as high non PP children in their year group for writing. KS2 outcomes in 2024/25 for PP children are in line with national.
Improved maths attainment for disadvantaged pupils	PP children attain as high non PP children in their year group for maths. KS2 outcomes in 2024/25 for PP children are in line with national.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced</li> <li>• the percentage of all pupils who are persistently absent being reduced and the figure among disadvantaged pupils being in line with non PP children.</li> </ul>

## Activity in this academic year 2023-2024

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: **£4, 000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of Rising Stars standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>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 the delivery of lessons or interventions</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	3
<p>Purchase of a Little Wandle Phonics program and provide training 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, particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Teaching and Learning Toolkit   EEF</a></p>	6
<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 access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	2, 3, 5
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p>	<p>Maths Mastery has shown to improve Maths attainment and uses the approach of progressing the class together. By addressing misconceptions and misunderstanding the same day children will children will have a secure understanding.</p>	1, 2, 3, 5, 8

<p>Address gaps in learning quickly through same day catch up sessions</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:  <a href="https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/61222/maths-guidance-ks-1-and-2.pdf">Maths guidance KS 1 and 2.pdf</a>  <a href="https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/61222/maths-guidance-ks-1-and-2.pdf">publishing.service.gov.uk</a></p> <p>The EEF guidance is based on a range of the best available evidence:  <a href="https://www.eef.org.uk/eef-guidance-improving-mathematics-in-key-stages-2-and-3">Improving Mathematics in Key Stages 2 and 3</a></p>	
<p>Embed strategies for tailored learning and adapting the curriculum to meet the needs of pupil premium children with SEN</p>	<p>We need to embed an inclusive culture that supports children who may be disadvantaged or have additional needs or barriers to learning. It is known that more children with SEN are home schooled, in the prison population and have higher rates of exclusion. There is also a wide attainment gaps which grows through the school years.</p> <p>Tuition 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:  One to one tuition   EEF  <a href="https://www.educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a></p> <p>And in small groups:  Small group tuition   EEF  <a href="https://www.educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a></p>	<p>1, 2, 3, 4, 5, 6</p>
<p>Use effective feedback and marking strategies.  Ensure there is a purpose for writing.  Embed TPA Marking policy with marking to move learning forward</p>	<p>Prompt feedback and marking is effective in moving learning forward.  Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</p> <p>Effective Professional Development   EEF  <a href="https://www.educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p>	<p>3, 4, 5, 8</p>

<p>We will plan for language development across the school.</p> <p>Create vocabulary rich environments</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading and language development</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>4, 8</p>
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	<p>7</p>
<p>Introduce Zones of Regulation lessons across the school to support children's emotional and behavioural development</p>	<p>Children need to feel safe and happy to access the curriculum and to have the correct learning behaviour.</p> <p><a href="#">Behaviour interventions EEF (educationendowmentfoundation.org.uk)</a></p>	<p>7</p>

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

Budgeted cost: **£17, 000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of a Language Link to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p><a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>4</p>

<p>Purchase Shine Intervention program and follow the interventions set out from gaps identified</p>	<p>Some of the children need targeted support and a differentiated curriculum to increase attainment in English and Maths</p> <p>Tuition 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: One to one tuition   EEF (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>) And in small groups: Small group tuition   EEF (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	<p>1, 2, 3, 4, 5, 6, 8</p>
<p>1:1 and small group sessions in maths and pre-teaching</p>	<p>Some of the children need targeted support and a differentiated curriculum to increase attainment in Maths</p> <p>Tuition 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: One to one tuition   EEF (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>) And in small groups: Small group tuition   EEF (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	<p>1, 2, 5, 8</p>
<p>1:1 and small group sessions such as precision teaching, Clever Fingers, handwriting, pre-teaching vocabulary, task support in English lessons</p>	<p>Some of the children need targeted support and a differentiated curriculum to increase attainment in writing and improve language development.</p> <p>Tuition 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: One to one tuition   EEF (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>) And in small groups: Small group tuition   EEF (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	<p>1, 2, 4, 8</p>
<p>1:1 and small group sessions using Little Wandle catch up materials</p>	<p>Some of the children need targeted support and a differentiated curriculum to increase attainment in phonics and reading.</p> <p>Tuition 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: One to one tuition   EEF (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>) And in small groups:</p>	<p>1, 2, 6, 8</p>

	Small group tuition   EEF ( <a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> )	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£5, 500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>As part of the actions for the Wellbeing Award, build on existing work to develop a bespoke language of wellbeing understood by all students, staff and eventually families to include:</p> <ul style="list-style-type: none"> <li>- zones of regulation language</li> <li>- Six elements on wellbeing wheel</li> <li>- existing school values</li> </ul>	<p>More and more people are living with poor mental health and that this is having a devastating impact on individuals and communities.</p> <p>The school environment has a significant impact on a young person's emotional welfare. For children's wellbeing to thrive during school hours, teachers need the confidence and knowledge to nurture young people's development.</p> <p><a href="https://www.educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	7
<p>Establish areas within the school for Zones of Regulation to support children's emotional and behavioural development</p>	<p>Children need to feel safe and happy to access the curriculum and to have the correct learning behaviour.</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Behaviour interventions EEF (educationendowmentfoundation.org.uk)</a></p>	7
<p>Provide enrichment activities. Create a calendar of enrichment activities across the school. Provide activities in the Pioneer Passport.</p>	<p>PP children having similar access to activities and opportunities will increase of self-esteem and confidence and broaden experiences</p>	7, 9
<p>Meet and greet and nurture/timeout activities</p>	<p>Children identified with low aspirations/attitudes to learning benefit from support from a key adult. The nurturing approach develops resilience and capacity to deal more confidently with the day.</p> <p><a href="https://www.nurtureuk.org">What is nurture? (nurtureuk)</a></p>	7, 9
<p>Support for payments for breakfast club and after school clubs</p>	<p>Offering support to parents/carers to enable PP children having similar access</p>	7, 9

	<p>to breakfast club and after school clubs will increase of self-esteem and confidence and broaden experiences. All children should have the opportunity to develop their interests through extra curricular clubs.</p> <p><a href="#">Arts participation EEF (educationendowmentfoundation.org.uk)</a></p>	
Support for payment for residential trips and educational visits	<p>Offering support to parents/carers to enable PP children having similar opportunities to access educational visits and residential trips will increase of self-esteem and confidence.</p> <p>Well-organised outdoor learning, offsite visits and Learning Outside the Classroom can have a powerful impact on young people's learning and development, and achieve a wide range of outcomes – including improvements to academic achievement, personal development and behaviour.</p> <p><a href="#">2 – Making the Case (oeapng.ino)</a></p>	7, 9
Support for purchasing uniform	<p>Offering support to parents/carers to enable PP children having similar opportunities to their peers will increase self-esteem and confidence</p>	7
<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Embedding principles of good practice set out in the DfE's <a href="#">Improving school attendance: support for schools and</a></p>	9

	<a href="http://www.gov.uk">local authorities - GOV.UK (www.gov.uk)</a>	
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**Total budgeted cost: £25,500**

## 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 internal assessments during 2022/23 suggested that, although the performance of disadvantaged pupils is lower than non-disadvantaged pupils in key areas of the curriculum for some year groups, for some areas the attainment and progress is similar or higher than non-disadvantaged. For example, Year 1 reading, writing and maths, year 2 attainment in reading and writing, year 4 progress in reading writing and maths and year 5 progress in maths.

Our assessment of the reasons for these outcomes points primarily to the ongoing impact of Covid-19, which disrupted all our subject areas to varying degrees. The gaps in learning need to continue to be reduced hence language development, reading, phonics, writing and maths are a focus in our current plan

Overall attendance in 2022/23 was around the national average at 92% and had improved by 3% on the previous year. Absence among disadvantaged pupils was 16% higher than their peers which was similar to the previous year. However, across the year persistent absence improved from 41% pupils in 2021/22 to 25% of pupils in 2022/23. In particular, persistent absence improved significantly for disadvantaged pupil from 58% of the pupils who were persistently absent being disadvantaged pupils in 2021/22 to 33% of the persistent absence pupils being disadvantaged pupils in 2022/23. These gaps between disadvantaged and advantaged remain large, which is why attendance continues to be a focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health continue to impact pupils, which 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 continuing to build on The Wellbeing Award for Schools with the activities detailed in this plan.

Over the year the children have accessed various extracurricular activities which have promoted engagement in the curriculum and broadened experiences for all pupils. With the cost of living crisis affecting the community, we will continue to provide support to ensure disadvantaged children having similar opportunities to access learning outside the classroom, educational visits and residential trips will increase of self-esteem and confidence and have a powerful impact on learning and development.

## Pupil Premium data summer 2023

### Pupil Premium Points Progress

Pupil Premium	Reading				Writing				Maths			
	PP		Non PP		PP		Non PP		PP		Non PP	
	1 Term	Whole year	1 Term	Whole year	1 Term	Whole year	1 Term	Whole year	1 Term	Whole year	1 Term	Whole year
Year 1	2	7	2	4.3	2	7	2.2	4.5	3	6	1.8	5.5
Year 2	1	5.3	2.4	6	2	6	1.6	6.8	1.6	6	2.2	6.4
Year 3	-	-	2.4	5.4	-	-	1.9	4.9	-	-	2.2	6.2
Year 4	5.3	6.3	3.7	6.5	2.3	6.3	1.8	6	2	5.6	2	5.8
Year 5	3	5.5	2.2	6.7	2	4	2.3	6.3	2.3	7	2	6.5
Year 6	1	4.5	2	5.5	2.5	5.5	2.8	6.8	1.5	4.5	2.7	6.3

### Pupil Premium attainment

Pupil Premium	No. PP	Reading %				Writing %				Maths %			
		PP		Non PP		PP		Non PP		PP		Non PP	
		AR	AR+	AR	AR+	AR	AR+	AR	AR+	AR	AR+	AR	AR+
Year 1	1	100 (1)	100 (1)	50 (2)	0	100 (1)	0	50 (2)	0	100 (1)	100 (1)	75 (3)	0
Year 2	3	67 (2)	0	60 (3)	20 (1)	67 (2)	0	40 (2)	20 (1)	67 (2)	0	80 (4)	40 (2)
Year 3	0	-	-	71 (5)	0	-	-	43 (3)	0	-	-	57 (4)	0
Year 4	3	67 (2)	0	83 (5)	17 (1)	67 (2)	0	67 (4)	0	33 (1)	0	83 (5)	17 (1)
Year 5	3	33 (1)	0	100 (4)	0	0	0	50 (2)	0	33 (2)	0	100 (4)	25 (1)
Year 6	2	50 (1)	50 (1)	67 (4)	50 (3)	50 (1)	0	83 (5)	50 (3)	50 (1)	0	83 (5)	17 (1)

## Externally provided programmes

Programme	Provider
N/A	

## Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

## Further information (optional)

### **Additional activity**

Our pupil premium strategy is not fully funded by pupil premium and the recovery premium. It will be supplemented by The Pioneer Academy funding towards the Pupil passport to enable us to offer a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

### **Planning, implementation, and evaluation**

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.