

Pupil premium strategy statement

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	Husbands Bosworth CE Primary School
Number of pupils in school	87
Proportion (%) of pupil premium eligible pupils	8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	October 2021
Date on which it will be reviewed	May 2022
Statement authorised by	Alan Eathorne
Pupil premium lead	Alan Eathorne
Governor / Trustee lead	Clare Scott

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£9415
Recovery premium funding allocation this academic year	£1012.50
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£10,427.50

Part A: Pupil premium strategy plan

Statement of intent

Our school vision sets out that we want all our pupils to be knowledgeable, well-rounded and confident and we do this by providing an engaging and purposeful curriculum. Our core purpose is learning, and we identify that it is the children and the adults who are all learning. We know that when children are taught on a day-to-day basis by highly effective teachers all children do better, and particularly disadvantaged children. Our strategy encompasses providing high-quality professional development opportunities for our staff which in turn leads to better teaching and outcomes for children. We also understand that targeted support, such as providing Emotional Literacy support, can overcome a barrier to some children being the best they can be.

Challenges

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

Challenge number	Detail of challenge
1	Motivating children to engage in a range of curriculum areas particularly writing and reading but also across all curriculum areas.
2	We know that where children have difficulties self-regulating and that this can impact on their academic and developmental progress. We also know that parental engagement with children's learning helps build aspiration and academic progress. Education Endowment Foundation (2018),
3	Parental understanding of specialist areas such as the teaching of phonics and how to support their child.

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
A clear and challenging curriculum will provide progression for all children across the school	A coherent curriculum for all subjects is evident in planning and through outcomes from children

	<p>Children will be able to talk knowledgably about a range of topics and to make links between these.</p> <p>Where expert teachers are deployed this will see high quality outcomes and increased motivation of children to enjoy and progress (e.g. French, PE and Ukulele teachers)</p>
Teachers will have a deeper understanding of the process of teaching writing for purpose	<p>Teachers able to explain and demonstrate through their planning and outcomes children's progression in writing</p> <p>Outcomes for children will begin to include purposeful work with links to our school community.</p> <p>Children will be more motivated to write and edit for a variety of purposes</p>
Children will have an increased awareness of their emotional state	<p>Children who have had support will be able to talk about their thoughts and feelings openly</p> <p>ELSA baseline and evaluations will show a change in understanding of emotions</p>
LSAs will have an enhanced understanding of their role in the reading and writing curriculum	<p>LSA able to explain the elements of reading and how they support these areas through one-to-one or group work.</p> <p>LSA will have completed the schools training on reading and writing.</p> <p>Parents will be even more engaged with their children's reading journey – Go Read will help staff to be more focussed on who need additional support.</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: £ 12,140

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional collaboration time for teachers to undertake whole school curriculum planning, receive subject knowledge CPD, partake in Lesson Study cycles This is in conjunction with children having expert teachers for specialist subjects e.g. PE, music and French.	Ensure all staff participate in professional development to support their expertise in all curriculum areas (using specialist teachers where necessary to provide a high-quality curriculum) in order to develop subject knowledge and review pedagogy. (Sutton Trust 2011, Quigley 2018, Beck et al 2013) Evidence that experienced teachers continue to progress in their effectiveness in environments where professional development culture is prevalent (Kraft and Papay, 2014)	1
Professional Development opportunities for LSA – supporting the teaching of reading and writing.	Making the Best Use of Teaching Assistants (EEF, 2018) – developing our LSAs to clear on their role, subject knowledge and specific impact. Training is effective in allowing them to provide individual and group instruction.	1

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

Budgeted cost: £1180

Activity	Evidence that supports this approach	Challenge number(s) addressed
Emotional Literacy Support Assistant (ELSA) – Providing a programme of emotional literacy support for targeted children.	EEF Toolkit - Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. This area has limited evidence so we will make sure we evaluate our work with our children to measure the impact.	2

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

Budgeted cost: £ 600

Activity	Evidence that supports this approach	Challenge number(s) addressed
A series of phonics videos to be produced and shared with parents that allow them to discuss phonics at home – without the need for the parent to be trained in the teaching of phonics.	We know that parental engagement with children’s learning helps build aspiration and academic progress. Education Endowment Foundation (2018).	3
Inclusion in extra curricular activities	We know that for some of our children having the opportunity to partake in trips may support their social development and their understanding of aspects of our curriculum.	2

Total budgeted cost: £ 13,920

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.

Due to COVID-19, we couldn't use the statutory assessments as part of our evaluation of the impact of our pupil premium strategy. In normal times these assessments play only a part in our evaluation of the work we have undertaken and so we have still used the results from standardised tests, attendance, interviews, and case studies to evaluate the progress being made by these children academically and socially.

Table 1 - Shows Average Standardised scores for 2020/21

Reading	Autumn	Spring (after lockdown)	Summer
Disadvantaged	104	104	106
Non-Disadvantaged	107	105	105
Maths	Autumn	Spring (after lockdown)	Summer
Disadvantaged	101	104	106
Non-Disadvantaged	107	104	107

Table 2 - Shows scaled scores obtained from the No More Marking assessments



These two sets of data show the impact of that our strategy has had over time (disadvantaged children averaging at the expected standard for their age) and diminishing the difference between them and non-disadvantaged children. These data also shows the impact of some of our catch-up work and that despite last year's

disruption children still made progress in reading and maths. We have seen that the area most affected by the pandemic has been writing and so our interventions and focus for our school development work this year has been focussed on accelerating progress in writing across the school through our programme for improving teaching and our targeted interventions. We would also like to point out that whilst interventions are evaluated individually, these outcomes are as a result of the strategy as a whole.

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

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