

# Pupil premium strategy statement 2021-24 (Autumn 2022 update)

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	95
Proportion (%) of pupil premium eligible pupils	8%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	Dec 2023
Date on which it will be reviewed	September 2022
Statement authorised by	Alan Eathorne
Pupil premium lead	Alan Eathorne
Governor / Trustee lead	Richard Taylor

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (22/23)	£9400
Recovery premium funding allocation this academic year	£2000
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	£11400

# 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 knowledgeably 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> <p>Teachers will use a range of formative and summative assessment tools to support precise evaluation of progress and plan to address the findings.</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: £ 7600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Collaboration time for teachers to undertake whole school curriculum planning and SEND, receive subject knowledge CPD, partake in Lesson Study cycles This is in conjunction with children having expert teachers for specialist subjects e.g. PE and music.	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. Coaching opportunities provided from in school coaches and subject experts	1
Using standardised assessment resources to aid precision planning.	Creating The School Our Children Need (Wiliam, 2018) – One element identified is the careful use of assessment to support planning and evaluation. Making Good Progress? (Christodoulou, 2016) – considers why outsourcing summative assessment to standardised testing resources and using comparative judgment instead of rubric based assessment are more beneficial.	1

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

Budgeted cost: £3100

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 (and those who come from service families) .	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.  Where there is a transition to other schools this is important to consider.	2
Additional precision sessions for those disadvantaged children who need further support.  Hughes, J. C., Beverley, M., & Whitehead, J. (2007). Using Precision Teaching to increase the fluency of word reading with problem readers.	The Precision Teaching intervention focus on developing fluency in reading, spelling and maths facts. This supports their learning in class through reduced cognitive load. This data-driven approach allows for individualized instruction, targeting specific skills and tracking progress over time. The use of frequent, short practice sessions and immediate feedback helps to maximize student engagement and retention. The evidence consistently shows significant improvements in academic achievement, including gains in reading fluency, math skills, and overall academic performance.	

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

Budgeted cost: £ 200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics and reading workshops to support parental engagement	EEF toolkit suggests parental engagement can have a +4 month effect on children. EEF Parent Engagement Guidance Report (2018)	3

**Total budgeted cost: £ 9940**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone. Below is a summary of the data.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Analysis of our whole school data suggests that:

In reading that 83% of disadvantaged children are at the expected standard compared to 88% of non-disadvantaged children.

In writing that 83% of disadvantaged children are at the expected standard compared to 73% of non-disadvantaged children.

In maths that 83% of disadvantaged children are at the expected standard compared to 89% of non-disadvantaged children.

We use standardised test material to support our teacher assessments. Due to the small sample size cohort data can be easily skewed and so we look at specific children rather than relying solely on cohort data.

2022/23

## Headline data

EYFS REA	EYFS WRI	EYFS MAT	Year 1 Phonics	Year 2 Phonics	KS1 REA	KS1 WRI	KS1 MAT	KS2 Multiplication
2	2	2	39					17
2	2	2	40					20
			38		EXS	EXS	EXS	
3	3	3	40					25
1	1	2	27					7
3	1	2	39					21
				25	PK3	PK3	WTS	
1	1	2	28					
			32	38	EXS	WTS	EXS	

Group	NP RWM	NAT EXS+ RWM	EXS+ RWM	NAT GDS RWM	GDS RWM	NP REA	NAT EXS+ REA	EXS+ REA	NAT GDS REA	GDS REA	NP WRI	NAT EXS+ WRI	EXS+ WRI	NAT GDS WRI	GDS WRI	NP MAT	NAT EXS+ MAT	EXS+ Mat	NAT GDS MAT	GDS MAT
Disadvantaged	8	26%	25%	3%		8	62%	50%	16%	0%	8	62%	38%	9%	0%	8	65%	50%	14%	13%
Not Disadvantaged	66	36%	58%	7%	11%	52	78%	81%	31%	31%	66	78%	83%	21%	11%	52	82%	81%	28%	25%

The data shows that our main objectives such as ensuring early reading is continuing to be successful (even where some of the children are also categorised as SEND). The data analysis and progress meetings allow us to focus on needs. The gap between disadvantaged and non-disadvantaged is most in writing. Our curriculum, what teachers are learning about supporting early writing through CPD is helping, as to is our CPD on interventions and training staff appropriately.

## 2020/21

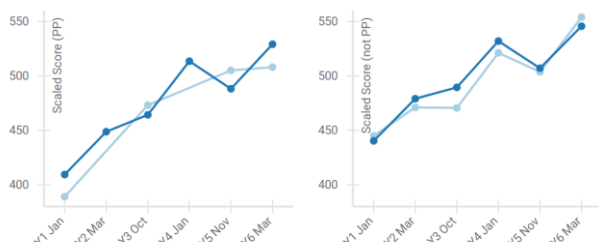
Due to COVID-19, we couldn't use the statutory assessments as part of our evaluation of the impact of our pupil premium strategy. In normal times these assessments play only a part in our evaluation of the work we have undertaken and so we have still used the results from standardised tests, attendance, 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
N/A	

## Service pupil premium funding (optional)

*No funding received for the 2022/23 academic year. 2023/24 the school will be in receipt of some funding.*

Measure	Details
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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)**