

# Pupil premium strategy statement 2022/23

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.

## Halam Church Of England Primary School

### School overview

Detail	Data
School name	Halam Church of England Primary School
Number of pupils in school	75
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22 to 2022/24
Date this statement was published	November 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Erica McGinley Head Teacher
Pupil premium lead	Erica McGinley Head Teacher
Governor / Trustee lead	Charlotte Boyles Chair Governors

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£8,070
Recovery premium funding allocation this academic year	£1,345
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	£9,415

# Part A: Pupil premium strategy plan

## Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

At Halam Church of England Primary School we believe that all pupils should flourish and grow to their full potential. All pupils should be nurtured and supported to be the best that they can be. All pupils should experience high quality teaching alongside a wide range of opportunities and experiences that broadens their horizons and supports personal development and ensures that they make good progress. No pupil should be disadvantaged by lack of opportunities, and all pupils are encouraged to fully participate in a wide range of educational experiences. Pupils are encouraged to find their voice, grow in confidence and social ability, pupils are encouraged to develop their own skills sets and passions.

The pupil premium strategy ensures that all pupils have high quality first teaching in all areas of the curriculum. It ensures that pupils are given both support and challenge and expectations are consistently high. It ensures that pupil's needs are identified and supported through high quality interventions which are linked directly to good practice and research. It ensures that pupils develop as a whole child through both the expectation and encouragement to participate in a wide range of educational and extra curriculum activities.

Pupils are offered opportunities in a wide range of sporting, creative and educational activities. They are supported with equipment, resources and uniform when needed to ensure that no child is different here.

All pupil premium pupils have access to, and are actively encouraged to fully participate in;

- High quality first teaching
- High quality interventions based on good practice and research
- Nurturing relationships and environments, which support mental health and wellbeing
- Educational experiences and activities across a wide range of subjects and skills
- Extra-curricular activities which develop a sense of self, confidence and an interest in the world, including a range of creative, sporting and social opportunities.

Our Pupils are happy, settled and enjoy learning, their behaviour is good and they have positive attitudes to school.

Our pupils are mostly supported at home with engaged parents who work with school. This is shown by the large proportion of parents sending their children to our school, only 25% (2/8) Pupil Premium pupils live within the school catchment. Parents have selected Halam because of its small, family friendly and nurturing environment.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Learning, Attainment and Progress</b></p> <p>The main challenges for this group are specific SEND and cognitive needs as 62.5% of the Pupil premium pupils have some SEND needs. 25% have support from outside agencies such as Social care. This group also has low attainment compared to their peers; most Pupil Premium pupils (75%) are working towards national expectations, only 25% of the Pupil Premium group are working at national expectations related expectations in Reading, Writing and Maths. And only 12% are working at Greater Depth in Reading, Writing and Maths</p> <p>The challenge is to increase this group's attainment and progress across Reading, Writing and Maths. Through high quality teaching and planned interventions and support.</p>
2	<p><b>Mental health, wellbeing and relationships</b></p> <p>A large proportion of the Pupil Premium pupils (50%) have SEMH needs, many receive support from both outside agencies and specialist TAs in school for nurture, wellbeing and play/art therapies. Many of the challenges for this group are in Social and Emotional Health, wellbeing and relationships. With concerns and needs around self-regulation, management of feelings and positive relationships. Anxiety and mental health has also impacted on the attendance and attitude towards school for a small group of these pupils.</p> <p>Specialist interventions such as Nurture, ELSA and "art" therapy support pupils as well as developing whole school approaches to trauma, positive relationships and nurturing environment. Alongside the development of our school ethos.</p>
3	<p><b>Communication</b></p> <p>Some of our pupils have underdeveloped oral language skills and vocabulary. There are some experiential language and vocabulary gaps among this group of pupils compared to their peers. This impacts on social and communication skills as well as their phonics, reading and writing.</p> <p>High quality texts, modeling and challenging vocabulary, talk and discussion are used consistently across school to develop oracy and vocabulary. High quality interventions such as NELI and speech therapy support these pupils. A wide range of activities and experiences across the whole curriculum.</p>

4	<p><b>Attendance</b></p> <p>Our attendance data for PP pupils is generally good, the majority of pupils have excellent attendance.</p> <p>Attendance data over the last year indicates that attendance among disadvantaged pupils was lower than that for non-disadvantaged pupils. 40% of disadvantaged pupils were 'persistently absent' in 2021/22 compared to 4% of their peers.</p> <p>Attendance in 2021/21 for Pupil Premium pupils was 89% and non- Pupil Premium pupils was 95%. Pupil Premium pupils with persistent absence for 2021/22 was 30%. This group NCC Enforcement and Social Care involvement due to poor/non- attendance at school.</p> <p>Our assessments and observations indicate that this absenteeism is negatively impacting this particular group's progress. It has also impacted on their wellbeing and mental health.</p> <p>Developing Positive relationships and environment, with a focus on trauma informed approaches across the whole school. Targeted nurture and ELSA interventions alongside SEMH professionals. Working with statutory agencies to support families.</p>
5	<p><b>Inclusion and enrichment</b></p> <p>Some of the pupils have limited access to extra-curricular activities and find it difficult to pay for educational visits, extra-curricular clubs and sports/music tuition. As a result, these pupils have had limited experiences in this area in the past, which has impacted on their emotional well-being, confidence and social currency.</p> <p>All clubs are offered with free/subsidised places. Visits and residential are subsidised, as are music and sporting opportunities.</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
<p><b>1. Learning, Attainment and Progress</b></p> <p>1.1 To ensure QfT in all classrooms so that children in every class have the best possible education</p> <p>1.2 To raise pupil attainment in reading, writing and maths</p> <p>1.3 To ensure disadvantaged children make expected or more than expected progress in reading, writing and maths</p> <p>1.4 To improve outcomes for targeted children in maths and or English.</p> <p>1.5 To give children targeted support in small groups in addition to work covered in class or as pre teaching.</p>	<ul style="list-style-type: none"> <li>• QfT is seen in all classrooms in lesson observations/learning walks</li> <li>• Pupils attainment is increased so that more pupils reach the expected standard and more achieve greater depth in Writing, Reading and Maths</li> <li>• Pupils progress is increased so that more pupils reach the expected standard and more achieve greater depth in Writing, Reading and Maths</li> <li>• Targeted children make clear improvements in Maths and or English.</li> <li>• Targeted support planned and taught to small groups</li> </ul>
<p><b>2. Mental health, wellbeing and relationships</b></p> <p>2.1 To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p> <p>2.2 Provide opportunities for children who are experiencing emotional difficulties to use play to communicate and help prevent or resolve psychosocial challenges. To help them towards better social integration, growth and development.</p> <p>2.3 To reduce disruption to learning, reduce behaviour incidents</p> <p>2.4 To raise self-esteem, promoting confidence and increased motivation</p> <p>2.5 Provide children with the skills to identify their mood and know what to do to change their mood if feeling low.</p>	<ul style="list-style-type: none"> <li>• Wellbeing, mental health, relationships and self-esteem and increased for all, through whole school approaches to wellbeing and relationships</li> <li>• ELSA, nurture and play based interventions planned and delivered</li> <li>• Referrals made and outside agencies work in school with identified pupils.</li> <li>• Disruption to learning, behaviour incidents reduced</li> <li>• Staff knowledge of behaviour management, trauma and wellbeing developed through CPD</li> </ul>
<p><b>3. Communication</b></p> <p>3.1 To develop oral language skills and vocabulary.</p> <p>3.2 To use high quality texts, modeling and challenging vocabulary, talk and discussion across whole curriculum to develop oracy and vocabulary.</p>	<ul style="list-style-type: none"> <li>• Oracy, language skills and vocabulary are improved</li> <li>• High quality texts, strategies to improve discussion and vocabulary are used across whole curriculum</li> <li>• High quality interventions support and develop vocabulary and oracy</li> </ul>

<p>3.3 To use high quality interventions such as NELI and speech therapy to develop confidence in speaking and vocabulary.</p>	
<p><b>4. Attendance</b></p> <p>4.1 To support children that have poor attendance or are regularly late for school and improve their overall attendance.</p> <p>4.2 To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>• Attendance is improved through working with families and outside agencies</li> <li>• Families are supported to arrive at school on time (early) through meet and greet, before school activities and subsidised breakfast club sessions</li> <li>• Wellbeing and positive attitudes to attending school are developed through wellbeing and positive relationship initiatives</li> </ul>
<p><b>5. Inclusion and enrichment</b></p> <p>5.1 To provide a range of school visits, visitors and experiences that they may not have been able to do without the financial subsidy.</p> <p>5.2 To Through enhanced and develop learning and experiences that develop children's cultural capital.</p> <p>5.3 To give disadvantaged children the opportunity to learn a musical instrument</p>	<ul style="list-style-type: none"> <li>• A wide range of subsidised school visits, visitors and experiences are provided, all PP pupils expected and supported to attend</li> <li>• Pupils knowledge, vocabulary and cultural capital improved, shown thorough pupils voice</li> <li>• Pupils actively encouraged and supported to learn a musical instrument, through subsidised scheme, most PP pupils lean a instrument of their choice</li> </ul>

## 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:

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mental health, wellbeing and relationships	<p>Embedding wellbeing, relationships and social and emotional (SEL) learning across curriculum and whole school practices</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="https://educationendowmentfoundation.org.uk/EEF_Social_and_Emotional_Learning.pdf">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p> <p>CPD for all staff</p>	
Communication	<p>Oral language activities:</p> <p>Oral language approaches, metacognition and Collaborative learning</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	

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

Budgeted cost: £5,775

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning, Attainment and Progress	<p>Teaching Assistant led interventions:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	£1,925
Mental health, wellbeing and relationships	<p>Embedding wellbeing, relationships and social and emotional (SEL) learning across curriculum and whole school practices</p> <p>Interventions- ELSA, play therapy- doodle play, nurture groups</p> <p><a href="https://educationendowmentfoundation.org.uk/EEF_Social_and_Emotional_Learning.pdf">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	£1,925
Communication	<p>NELI intervention in EY/KS1:</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention</a></p>	£1,925

Attendance	<p>In order to improve attendance:          Build respectful relationships, secure trust and engagement. Welcoming and positive culture across the school.          Communicate openly and honestly about their expectations          Liaise with other agencies to support attendance</p> <p><a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a></p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £3,640

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mental health, wellbeing and relationships	<p>Mental Health Lead:          Develop your whole school approach to mental health and wellbeing. Including CPD</p> <p><a href="https://www.gov.uk/guidance/senior-mental-health-lead-training">https://www.gov.uk/guidance/senior-mental-health-lead-training</a></p> <p>Social and emotional skills link to improved outcomes (e.g., improved academic performance, attitudes, behaviour and relationships with peers):  <a href="https://www.educationendowmentfoundation.org.uk/EEF_Social_and_Emotional_Learning.pdf">EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	
Attendance	<p>In order to improve attendance:          Build respectful relationships, secure trust and engagement. Welcoming and positive culture across the school.          Communicate openly and honestly about their expectations          Liaise with other agencies to support attendance</p> <p><a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a></p> <p>Subsidised Breakfast and afterschool clubs</p>	£2,800
Inclusion and enrichment	<p>Enrichment activities:          EEF Tiered approach <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/pupilpremium-guide/">https://educationendowmentfoundation.org.uk/evidence-summaries/pupilpremium-guide/</a></p> <p>Participation in workshops, visits and extra curricular activities- Music lessons          Arts participation approaches positive impact on academic outcomes  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p> <p>Subsidised music tuition          Subsidised visits, visitors, workshops</p>	£235 £605

**Total budgeted cost: £9,415**



## 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 2021 to 2022 academic year.

The focus for pupil premium strategy for 2022/23 was on nurture and pupil resilience, to ensure that all disadvantaged pupils were able to make good progress. Strategies around attendance, wellbeing and quality first teaching all supported pupils. Pupils were supported to take part in a wide range of personal development opportunities and experiences.

All disadvantaged pupils were supported with a range of strategies including.

- High quality first teaching alongside, targeted, planned high quality interventions and 1:1 support.
- Wellbeing and nurture support.
- Attendance strategies and interventions
- Subsisted activities, visits, workshops, residential, clubs and music lessons.
- Uniform and classroom equipment.

Impact caused by ongoing Covid restrictions in 2021/22, to disadvantaged pupils included;

- Some gaps in learning where pupils had not engaged with remote learning and attendance throughout the year was poor.
- Some lack of engagement due to lack of confidence and learning gaps.

The support given to these pupils increased their self-esteem, confidence, and resilience, this improved attendance, engagement and attitudes to learning for most pupils. However, the focus and priorities for these pupils has not changed for the academic year 2022/23.