

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	Hook-with-Warsash C.E. Academy
Number of pupils in school	405
Proportion (%) of pupil premium eligible pupils	8.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 – 2022 to 2024 - 2025
Date this statement was published	December 22
Date on which it will be reviewed	December 23
Statement authorised by	Sara Willoughby – Headteacher
Pupil premium lead	Zoe Hine – Pupil premium Lead
Governor / Trustee lead	Kate Bartlett

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£51,245
Recovery premium funding allocation this academic year	£6,090
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	£57,335

Part A: Pupil premium strategy plan

Statement of intent

At Hook-with-Warsash we aim to provide an inspirational environment based on Christian values where individuals can excel and flourish academically, socially and emotionally, preparing them for life's journey. The targeted and strategic use of Pupil premium funding will support us in achieving this vision for all of our pupils, especially disadvantaged children, to achieve the best possible outcomes.

Our ultimate aim for our disadvantaged pupils is to ensure that through high quality teaching and memorable, meaningful experiences, they are supported to be safe, enjoy school and achieve well. To ensure that all pupils, especially those disadvantaged children, have access to high-quality first teaching, this strategy statement will ensure that all teaching staff are developed and skilled so that they can provide this, as this has been proven to have the greatest impact on closing any attainment gaps for our children.

We provide a broad and balanced curriculum for all our children with a range of enrichment experiences. We identify gaps in learning in our Pupil premium Trackers and this is central to our Pupil premium use. We implement interventions and targeted support where necessary be this in small groups, large groups or to individuals, and allocate budget accordingly.

Our strategy will be responsive to the ongoing and changing challenges faced by children in our school. We base our actions, interventions and support around our knowledge of pupils and families, as well as research including that from the EEF toolkit.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with pupils indicate under developed language skills and vocabulary gaps, particularly with our younger pupils in early years and KS1.
2	Assessments and observations show there are pupil premium children who need to close gaps in their learning across core subjects.

3	Assessments and observations show that there are pupil premium children who need additional support with phonics and to become competent spellers.
4	Our observations have shown that the emotional well-being of many of our pupils has been impacted by the partial school closures. We will continue to develop Well Being opportunities to support Social, Emotional and Mental Health needs.
5	Increasing numbers of pupil premium children has impacted on targeted time for staff to work 1:1 or with small groups.
6	Attendance data indicates that some pupil premium children's attendance falls below national average.
7	Disadvantaged pupils are less likely to access after school clubs, educational trip and other extra-curricular opportunities.

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	Assessments and observations indicate significantly improved oral language amongst disadvantaged pupils.
Continue to close the gap in attainment and progress between disadvantaged pupils and their peers.	All non-SEND disadvantaged pupils making more progress than expected in teacher assessment and standardised scores and in line with all pupils in the school by 2024/25
Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are removed or alleviated.	Increased ELSA provision in school. TALA trained member of staff (2022/2023). Sustained high levels of emotional well-being from 2024/25 seen through reduced numbers of ELSA/TALA/Mental Health lead referrals.
All pupil premium children receive additional targeted time from trained adults	All pupil premium children access early morning groups and additional focused teaching sessions linked to their pupil premium trackers.
Disadvantaged children will meet national expectation for attendance.	An increase in the attendance of pupil premium pupils. Disadvantaged pupils will match or exceed national attendance averages for non-disadvantaged pupils (96%+)
Disadvantaged pupils have broader experiences that enrich their lives	Significant increase in pupil participation in enrichment activities.

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: £ 17257

Activity	Evidence that supports this approach	Challenge number(s) addressed
All staff to receive targeted CPD regarding phonics and spelling.	Staff are best placed to make a positive difference to the pupils they teach if they have the most up-to-date understanding, ideas and strategies, as well as refreshers. (Putting evidence to work: A school's guide to implementation – professional development).	2, 3
Use Language Link resources and trained staff to support language skills Run social communication groups	The EEF suggests that 'on average, children who are involved in communication and language approaches make approximately six months' addition progress over the course of a year.'	1, 4
Dedicated non-contact time for teachers so they can assess, review and plan for gaps in learning	The EEF states that 'great teaching' is the most important lever schools have to improve outcomes for their pupils.	2,3
English and maths leads to attend HIAS subject network meetings (Core Provision) and continually cascade training to improve and develop our teachers' expertise.	The EEF states that 'great teaching' is the most important lever schools have to improve outcomes for their pupils.	2, 3
Identify and purchase a DfE validated Systematic Synthetic Phonics Programme	Phonics approaches to support reading and spelling have strong evidence base that indicates a positive impact on the accuracy of word reading particularly for disadvantaged pupils. Phonics/Toolkit Strand/Education Endowment Foundation/EEF	2, 3
Fund release time for all subject leaders to monitor provision and provide support for staff	The EEF states that 'great teaching' is the most important lever schools have to improve outcomes for their pupils.	1,2, 3

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

Budgeted cost: £ 35810

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teacher led sessions to support children in meeting their identified targets	EEF research suggests that one to one and small group tuition is highly effective in helping disadvantaged pupils to close gaps in their learning and accelerate progress.	2, 3, 5
Additional support staff led sessions before school to carry out pre teaching and to support children in meeting their identified targets	EEF research suggests that one to one and small group tuition is highly effective in helping disadvantaged pupils to close gaps in their learning and accelerate progress.	1,2,3,5
Additional before school maths sessions led by KS2 leader for year 6 pupils to fill gaps in learning	EEF research suggests that one to one and small group tuition is highly effective in helping disadvantaged pupils to close gaps in their learning and accelerate progress.	2, 5
Additional phonics sessions targeted at disadvantaged pupils who require further support	Phonics approaches have a strong evidence base indication a positive impact on pupils, particularly those from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period of up to 12 weeks. Phonics/Toolkit Strand/Education Endowment Foundation/EEF	1,2,3,5

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

Budgeted cost: £ 14265

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA support and recruitment of additional ELSA. Providing training for TALA.	Maslow suggests that meeting a child's basic emotional needs is a pre-requisite for learning and Gardner (1984) argued that emotional and social abilities, including intra and interpersonal intelligence, may be more influential than conventional intelligence for personal, career and school success. EEF research shows social and emotional learning approaches have a positive impact – https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	4, 6
Mental health lead to support pupils	Taking a coordinated and evidence informed approach to mental health and wellbeing in schools leads to improved pupil and student emotional health and wellbeing. This can help with their learning. DfE guidance – promoting and supporting mental health and wellbeing in schools.	4, 6
Recruitment of attendance officer to work alongside HT	DfE's guidance on Improving School Attendance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6
To provide enrichment activities for all pupils, especially those who are disadvantaged, so that they are given equal opportunities to participate in school activities	Evidence shows that providing an inclusive community where all pupils feel a sense of belonging allows for improved attainment and progress.	4, 6, 7
Contingency fund for acute issues	Based on our experience and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not been identified.	1,2,3,4,5,6,7

Total budgeted cost: £ 67332

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.

Improved oral language skills and vocabulary

20% of pupil premium children accessed speech, language and communication interventions. By the end of the year 64% of these children no longer needed intervention. The pupils still requiring input were children with EHCPs or post LAC.

Continue to close the gap in attainment and progress between disadvantaged pupils and their peers

Phonics

75% (3 out of 4) passed the phonics screening check in year 1 (84% non-pupil premium)

End of Key Stage 1

100% (4 out of 4) of children met the expected standard in reading (86% non-pupil premium)

100% (4 out of 4) of children met the expected standard in writing (84% non-pupil premium)

100% (4 out of 4) of children met the expected standard in maths (86% non-pupil premium)

End of Key Stage 2

20% (1 out of 5) of children met the expected standard in reading (83.9% non-pupil premium)

20% (1 out of 5) of children met the expected standard in writing (89.3% non-pupil premium)

80% (4 out of 5) of children met the expected standard in maths (89.3% non-pupil premium)

Our ongoing assessments during 2021-2022 suggest that the attainment for the majority of our pupil premium pupils was below that of the average in their cohort. However, the gap between pupil premium children and non-pupil premium children has

narrowed. Staff continued to complete pupil premium tracker sheets identifying targets from assessments and tracked attainment and progress. They provide targeted and personalised pupil premium support and learning through early morning sessions and throughout the day.

Staff training in many areas took place during the year including maths, English and Science. Some of this was whole school and some for subject leaders. When for subject leaders, the key messages from this training was disseminated to staff in staff meetings.

Pupils and families with identified social, emotional or health needs are well supported by school staff so that needs are removed or alleviated

Absence impacted on the provision of ELSA for half of the year. One pupil premium child had regular ELSA sessions throughout the remaining part of the year. The school tried to recruit a further ELSA but were unable to do so through lack of applicants.

Mental Health support was provided to children throughout the school, four of whom were disadvantaged.

All pupil premium children receive additional targeted time from trained adults.

Regular one to one/group pupil premium support was provided to pupil premium children. Details of this pupil premium support and the interventions implemented were discussed and analysed during progress meetings.

Tutoring sessions took place for pupil premium children in all year groups during the Spring and Summer terms. Sessions were set around targets on their pupil premium trackers and by the end of all of the sessions 79% of children had achieved the focused targets.

Disadvantaged children will meet national expectations for attendance

Average attendance throughout the year:

93.7% for pupil premium children in comparison to 95.39% for non-pupil premium.

Disadvantaged pupils have broader experiences that enrich their lives

All pupil premium children attended the year 4 and 5 residential visits, and all pupil premium children were able to attend day trips. The year 6 residential did not take place as we were unable to travel abroad due to Covid.

Covid Impact

Coaching in planning sessions continued throughout the year, but was sometimes disrupted due to staff absence. Absence also impacted on the provision of ELSA for

part of the year. During the Spring term 2022 48% of staff had to self-isolate for the full amount of time due to positive Covid tests – this also impacted on some of the provision available to children.

Pupil premium children continued to use laptops provided by the school.

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
SCARF	Coram Life

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

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.