



Henbury View First School

Hillside Road
Corfe Mullen
WIMBORNE
Dorset
BH21 3TR

Tel: 01202 659179

E mail: office@henburyview.dorset.sch.uk



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	Henbury View First School
Number of pupils in school	153
Proportion (%) of pupil premium eligible pupils	5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	This reflects Year 2 of our 3 year plan.
Date this statement was published	22 nd November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Full Governing Body
Pupil premium lead	Jane Clarke
Governor / Trustee lead	Julie Cox

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 15,105
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£3492
Total budget for this academic year	£,20,597

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year

--

Part A: Pupil premium strategy plan

Statement of intent

Our philosophy

We believe in maximising the use of the pupil premium grant (PPG) by utilising a long-term strategy aligned to the HET PP Strategy and our Henbury School Development plan. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn.

Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. The pupil premium grant (PPG) is used to ensure that every child receives the best possible quality of education and achieves the highest possible standards.

At Henbury View First School we believe that all pupils should achieve their full potential and benefit from personalised learning experiences, whatever their background or circumstances. We endeavour to value the uniqueness of every child, hearing their voice and using their knowledge, skills, and talents to build their academic success, emotional wellbeing and resilience. The targeted and strategic use of the Pupil Premium grant will support us in achieving our vision for all disadvantaged pupils, which is to close the attainment gap between them and their peers.

Principles: Although our numbers are relatively low, we recognise:

- That teaching and learning opportunities must meet the needs of all of the pupils. The universal offer is linked to quality first teaching and the expectation is that teachers are teachers of all children.
- We adopt evidence informed approach to PP spending to 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.
- In line with the recommendations of the EEF's Pupil Premium Guidance (June 2019), we adopt a tiered approach to Pupil Premium spending, allowing us to balance approaches to improving teaching, targeting academic support and supporting wider strategies to remove barriers to learning.
- Pupil premium funding will be allocated following a needs analysis that will identify priority classes, groups or individuals.
- Due to the continual nature of the teaching, assessment and learning cycle, not all pupils receiving free school meals will be in receipt of pupil premium interventions at all times. The assess, plan, do, review model ensures the PP funding is targeted and evaluated.
- Our work through the Pupil Premium will be aimed at accelerating progress, moving disadvantaged pupils to at least age-related expectation and matching the attainment of their peers.
- We will use the latest evidence-based research on proven strategies that work to narrow the attainment gap and adapt these as necessary to meet the needs of our pupils.

This strategy is based on the long-term approach to pupil premium planning recommended by the DfE and the Education Endowment Foundation (EEF). It will be reviewed and updated at least once per year.

Recovery premium: the application of the recovery curriculum funding runs concurrently with this plan to address evidence of underperformance due to the covid pandemic.

Challenges

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

Challenge number	Detail of challenge
1	A personalised approach because cohort numbers are so small, and children are multiple group members. The cohort of pupils in receipt of PP is small, with many being multiple group members, needing a personalise approach.
2	Through observations, assessment, and teacher feedback we recognise Covid has had a disproportionately negative impact on reading and writing.
3	Through observations and assessment we recognise a gap in Cultural capital is developed for all PP children through extracurricular activity.

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
Monitoring is robust and personalised ensuring pupils in receipt of Pupil Premium make progress in a holistic manner.	<p>Personal passports have SMART targets</p> <p>Personal passports demonstrate progress measures have been assessed, planned, completed, and reviewed and that at least expected progress is achieved.</p>
Teacher led interventions and targeted provision being refined to ensure they meet the needs of the impact of teacher led intervention and targeted provision, particularly disadvantaged and PP (bottom 20% of pupils)	Bottom 20% have made progress in line with peers in reading and writing.
Children in receipt of PP are fully engaged and participating in extracurricular activities to increase cultural capital	<p>Priority given to PP children to ensure fair access</p> <p>Monitoring of PP extracurricular activity to ensure all children engaged in internal and remote activity</p> <p>EVC aware of PP children to promote attendance in extra curricular activity. EVC co-ordinator monitors attendance and signposts for children who have limited opportunity ensuring all barriers are removed.</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: £ 6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
SLT closely monitor and intervene where the progress of PP learners is below that of non-disadvantaged learners or below that of their expected attainment pathway	<p>“Good teaching is the most important lever schools have to improve outcomes of disadvantaged pupils”-EEF guide to the Pupil premium.</p> <p>SLT promote positive engagement and teaching strategies for PP pupils.</p> <p>Assistant Head tracks PP pupil progress and uses the monitoring cycle to ensure quality first teaching is robust and meets need. Swift and timely intervention is signposted if needed to ensure sustained, rapid progress.</p>	1
English lead to promote literacy, provide staff CPD and collaborate on intervention	<p>Reading is a key determiner for academic success. Closing the reading gap leads to improved confidence, engagement, and improved outcomes . Phonics intervention using small group Read, Write Inc and the 1:1 programme support the skills of becoming a confident, fluent reader.</p>	1 2
Parents/carers of PP children are engaged in school, exemplified through the passport system, are aware of their child’s learning and understand how to support their child.	<p>Parents /Pupils have a voice in the target setting. Barriers to engagement are addressed and support is put in place to ensure a cohesive, shared approach is adopted to individual children.</p>	1

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

Budgeted cost: £ 13, 800

Activity	Evidence that supports this approach	Challenge number(s) addressed
First Class at Number introduced to support underperformance in Key Stage 1 and Key stage 2	Hamwic Education Trust- trust wide approach to support the effect use of CPD to train staff to deliver effective intervention. An independent EEF trial found that 1 st Class@Number had a positive impact on mathematical skills, particularly for the lowest attaining pupils. This intervention is monitored by the maths lead and reported to SLT and Governance	1 2
Small group support reading, and maths taught by teacher /HLTA	Small group teaching strategy from the EEF teacher toolkit “The average impact of the small group tuition is four additional months’ progress on average over the course of a year	1 2
Mental health and wellbeing- states for learning. delivery of Hamish and Milo Wellbeing package	For children to learn they need to be in a state for learning. This intervention teaches children to self-regulate and understand how they can support their developing skills as a learner with increasing independence.	1 2 3

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

Budgeted cost: £ 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Offer extracurricular activities to support the development of social skills and enhance cultural capital	We believe extracurricular activities are important in developing social skills as well as being associated with a range of other positive outcomes, for example achievement. We are focussing on music and sports. https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	3

Provide equipment, uniform, breakfast club and subject specific support	Removing potential barriers to participation	3
Parents/carers of PP children are engaged in school, exemplified through the passport system, are aware of their child's learning and understand how to support their child.	The attendance of PP pupils continues to be above 96% and all PP parents are actively involved in target setting and evaluating progress through termly reviews of their child's passport.	1

Total budgeted cost: £20,300

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.

Because of the low numbers involved it is impossible to offer statistically valid data for cohorts of three or less children. This is compounded by the absence of KS1 Data due to the pandemic. As a First School we do not have Year 6 pupils' data to benchmark.

Desired outcome	Impact
<ul style="list-style-type: none"> • Improve pupils' confidence, communication skills and sense of wellbeing during and post COVID 	<ul style="list-style-type: none"> • All pupils provided with electronic devices to support remote learning. As a consequence, weekly monitoring showed all PP children engaged with the remote offer. • In addition, the vast majority received a kindle with preloaded books to support the development of reading. Data from NTS SS scores Year 2 show an average of 7 standardised points for all children. Year • PP pupils who weren't in school were supported through weekly zoom teaching led by teachers /HLTA's • Weekly monitoring resulted in children being supported in school for bespoke mental health offer led by the family support team.
<ul style="list-style-type: none"> • ALL PP premium children to make at least expected progress from their starting points 	<ul style="list-style-type: none"> • Nearly all PP children made at least expected progress from their own individual starting point exemplified through internal assessment and standardised tests. • Vulnerable families were invited into school on a regular basis to ensure continuity and support
<ul style="list-style-type: none"> • Attendance of PP pupils is at least in line with non-PP pupils and above 95% 	<ul style="list-style-type: none"> • Historically PP attendance sits at around 97%. This has been hard to track because of the data disruption caused through successive lockdowns. • PP engagement was tracked through remote learning as a focus and where there was a small amount of disengagement this was supported with daily phone call from the headteacher, class teacher, TAS and family support team . Direct teaches were offered through zoom and resources prepared in hard copy and delivered.

<ul style="list-style-type: none"> PP passports target setting and family dialogue 	<ul style="list-style-type: none"> Completed individual passports demonstrate that set targets were met and built progressively to support progress measures for all PP children
<ul style="list-style-type: none"> External provided programme: Third Space Learning 	<ul style="list-style-type: none"> Pupil engagement was robust and the weekly sessions were well received. Internal data shows all children made progress from their starting points in mathematics.
<ul style="list-style-type: none"> Internal intervention to support the development of reading. 	<ul style="list-style-type: none"> School extended the remote library through Oxford Owls. Set texts were highlighted for PP pupils and monitored by teaching staff. Use of staff SPLD teacher Level 7 PATOSS – impact on standardised scores of average 16 points in six months.

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
Third Space Learning	Third Space

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?	Not applicable
What was the impact of that spending on service pupil premium eligible pupils?	Not applicable

Further information (optional)

We are pleased to be working alongside our trust-Hamwic Education Trust to formulate and deliver a cohesive three-year strategy for PP and those supported as part of the Covid recovery programme.