

# St Mary's Hampton CE Primary - pupil premium strategy statement 2021-22

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   | St Mary's Hampton CE Primary                          |
| Number of pupils in school  | 199   |
| Proportion (%) of pupil premium eligible pupils   | 15%   |
| 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   | December 2021   |
| Date on which it will be reviewed   | Annually in December, with final review December '24. |
| Statement authorised by   | Matt White, Head Teacher                              |
| Pupil premium lead  | Matt White  |
| Governor / Trustee lead   | Hilary Hart   |

## Funding overview

| Detail   | Amount          |
|--|-----------------|
| Pupil premium funding allocation this academic year                                    | £ 33,280        |
| Recovery premium funding allocation this academic year                                 | £ 3,335         |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £ 0             |
| <b>Total budget for this academic year</b>   | <b>£ 36,615</b> |

## Part A: Pupil premium strategy plan

### Statement of intent

The Pupil Premium Grant is additional Government funding given to schools to close the attainment gap between disadvantaged pupils and their peers.

Schools are charged with using Pupil Premium funding to 'close the gap' between the attainment of those children from disadvantaged backgrounds and those living in families with incomes above the low-income threshold.

Schools are free to spend the Pupil Premium Grant as they see fit but must ensure that it benefits this group of children.

At St Mary's, our aim is that all children in receipt of Pupil Premium will:

- make at least expected progress in relation to targets and their peers (3 points progress over the year using our internal assessment tracking system)
- receive additional teaching support during school hours
- reach an acceptable level of attendance (above 95% +)
- reduce any lateness when attending school
- be equipped to cope with the social, emotional and behavioural expectations at school
- benefit from financial support for educational visits, school journeys and swimming
- have access to a range of opportunities at school including after school clubs and whole school workshops

Our strategy:

Our PPG strategy is based on the Educational Endowment Fund's (EEF) tiered approach, which is broken into three primary categories of spending:

- Quality First Teaching (including professional development)
- Targeted Academic Support (for example interventions and one to one support)
- Pastoral support to promote good mental health and wellbeing

## Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | High Quality Teaching<br>Current phonics scheme is not giving enough opportunity for children in EYFS and KS1 to develop writing skills and stamina.                        |
| 2                | High Quality Teaching<br>In assessments, the areas that children find the most difficult are problem solving and explaining their reasoning.                                |
| 3                | High Quality Teaching<br>All children, and especially those eligible for PPG, would benefit from immediate verbal feedback rather than written comments a day or two later. |
| 4                | Targeted Academic Support   |

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|   | Staff planning and delivering interventions would be better able to fill gaps if school had a wider range of diagnostic tools.   |
| 5 | <p>Targeted Academic Support</p> <p>Although we have an excellent team of TAs, we want children eligible for PPG, who are not working at the expected level, to be in teacher/HLTA- led intervention groups.</p>                                     |
| 6 | <p>Wider Strategies</p> <p>At the end of Autumn 1 2021, 19/29 children eligible for PPG had attendance below 95%</p>   |
| 7 | <p>Wider Strategies</p> <p>Following the challenges of the past 2 years, children currently need more social, emotional and mental health support. In particular to develop their resilience and coping skills when learning and in friendships.</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>High Quality Teaching</p> <p>1. Children in EYFS and KS1 have greater opportunity to develop their writing skills and stamina, whilst continuing to have daily phonics lessons.</p> | <p>Teachers receive training in Letters and Sounds and monitoring shows that they are confident to deliver this.</p> <p>Over 3 years, Letters and Sounds is embedded in EYFS, KS1 and, for those that still need it, in lower KS2.</p> <p>Phonics screening results will remain above national and Richmond averages. Last year, 100% of PPG children who took the phonics screening passed. However, 2 children were absent and not able to take it.</p> <p>Evidence in books shows that, by accessing 5 writing lessons per week, including a big write, children eligible for PPG are making better progress and producing lengthier pieces of work than previously.</p> <p>PPG children will specifically work on spelling through programmes such as Nessy and Read, Write, Inc spelling and revisit previous grammar concepts within high quality teaching review practices. Teachers will continually revisit common exception words taught to ensure that these are embedded.</p> |
| <p>High Quality Teaching</p> <p>2. In monitoring activities, children show improved problem solving and reasoning skills.</p>  | <p>Power Maths is purchased and all staff are trained to deliver it.</p> <p>Improving reasoning skills was given to us as a target during our last OFSTED inspection.</p> <p>In monitoring activities, particularly book looks and pupil voice audits, children are able to demonstrate improved problem solving and reasoning skills, as well as talking about self-confidence/ growth mindset when faced with a maths problem.</p>  |
| <p>High Quality Teaching</p> <p>3. Children are able to understand what has gone well and what could be even better in their</p>   | <p>Monitoring exercises and the marking code show greater use of immediate verbal feedback, self and peer reflections.</p> <p>Improvements are made immediately, and the children are able to explain why and how they corrected/ improved their work.</p>  |

|   |  |
|---|--|
| work/ what needs correcting during the same lesson.   | <p>There is evidence in books that the child has remembered the teacher's feedback from one lesson to the next.</p> <p>Purposeful teacher workload and wellbeing is improved.</p>  |
| <p>Targeted Academic Support</p> <p>4. For children that are working below expectation/ making slow progress, the gaps in their understanding are identified and addressed.</p> | <p>Teachers continue to discuss children eligible for PPG in their Teaching and Learning Communities – as a result, they come to pupil progress meetings with possible solutions to help the child make expected progress. Suggestions from Dr Kathryn Kashyap's training in 2020 are returned to and evident.</p> <p>Staff continue to be aware of their unconscious bias – language used in staff, TLC and pupil progress meetings is aspirational.</p> <p>Review of current diagnostic tools takes place and research is carried out re best tools to diagnose specific difficulties in maths, reading, writing, speaking and listening.</p> <p>Resources are purchased and screening takes place.</p> <p>Information is shared with parents and a plan of support is put in place.</p> <p>PPG children are discussed and monitored within pupil progress meetings and actions are agreed with teachers for children who are not making sufficient progress. The impact of these actions is discussed at the next pupil progress meeting.</p> |
| <p>Targeted Academic Support</p> <p>5. Children have access to high quality interventions (this includes higher achievers) – delivered by a teacher and/or HLTA.</p>            | <p>Continue to employ a teacher for 3 days per week, to deliver interventions.</p> <p>Employ an HLTA – with a specific focus on supporting children eligible for PPG.</p> <p>All children in interventions have SMART targets. RAG rating shows that the vast majority of these targets are achieved each half term.</p> <p>Monitoring exercises, and teacher feedback, confirms that children are applying skills and knowledge learnt in intervention groups, back into the classroom.</p> <p>Monitoring exercises shows that children's learning is appropriately challenging and achievable for all levels of achiever.</p>  |
| <p>Wider Support</p> <p>6. School works with parents and children, eligible for PPG, whose attendance is below 95%, to ensure that they come to school more regularly.</p>      | <p>All staff attend ERSA training.</p> <p>Head/ EWO meet with all parents of children whose attendance is below 95%.</p> <p>Personal plans are devised to increase attendance.</p> <p>The impact of improved attendance is evidenced in monitoring exercises and data.</p>   |
| <p>Wider Support</p> <p>7. Children, parents and staff see an improvement in them learning and applying coping strategies.</p>  | <p>Introduce Zones of Regulation across the school.</p> <p>Staff and/ or parents to complete baseline assessments (Boxall and Jigsaw) – reviews show an improvement in resilience.</p> <p>ELSA and BeSports coaches continue to run 1:1, small group and mentoring sessions. Feedback to/from parents is positive in terms of progress child is making.</p> <p>FLIP It Thinking is introduced in every class and embedded as a whole school and home strategy by 2024.</p> <p>Teachers embed previous training on growth mindset, the learning pit and metacognition/self-regulation strategies – children show that they are able to think about their thinking, recognise and challenge any 'wonky thoughts'. N.B.</p>   |

|  |   |
|--|---|
|  | <p>Metacognition work should be taught in conjunction with subject specific content.</p> <p>Provision map is further developed to show correlation between SEMH and attainment/ progress. If SEMH appears to be the main barrier to academic progress being made, other professional support is sought e.g. tier 2/3 CAMHs.</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: £ 4,000

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| Letters and Sounds purchased<br>Staff training in Letters and Sounds<br>Release time for English lead to monitor and plan feedback sessions to staff                                   | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>  | 1                             |
| Power Maths purchased<br>Staff training in Power Maths, including release time to visit another school<br>Release time for maths leader to monitor and plan feedback sessions to staff | <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</a>  | 2                             |
| Management release time for T&L lead to carry out monitoring exercises re feedback   | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a><br><br><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</a> | 3                             |

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

Budgeted cost: £ 23,940

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| Purchase of diagnostic assessments<br>Ongoing licence for Nessy | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a><br><br>'Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.' | 4                             |
| Teacher and HLTA appointed to deliver interventions             | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>  | 5                             |

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

Budgeted cost: £ 8,675

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| ERSA training for all staff  | <a href="http://www.bsmhft.nhs.uk">www.bsmhft.nhs.uk</a>  | 6                             |
| ELSA and BeSports delivering SEMH support<br>Zones of Regulation bought and training for all staff<br>Boxall assessments bought<br>Jigsaw SEMH assessments bought<br>Scholar Pack – additional functionality bought<br>FLIP It Thinking refresher training for all staff, parents and children | <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</a> | 7                             |

**Total budgeted cost: £ 36,615**

## 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. This cohort of children were impacted by lockdown during the year and this has impacted progress.

## Key

### **Progress:**

3 or more steps = Expected progress

2 or less steps = Less than expected progress

### **Attainment:**

WB = Working below year group standard

WTS = Working towards expected standard

EXS = Expected standard

GDS = Greater depth in standard

## Analysis

**Phonics screening check** - Last year, 2 PPG children passed phonics screening in Autumn Year 2. The other 2 PPG were absent and did not take the phonics screening. So, 100% of PPG children who took the phonics screening check passed.

**Reading** – 92% made expected progress. 68% achieved expected standard for their year group.

**Writing** – 72% made expected progress. 52% achieved expected standard for their year group.

**Maths** – 72% made expected progress. 52% achieved expected standard for their year group.

| 2020-21 | Reading (Steps) | Writing (Steps) | Maths (Steps) |
|---------|-----------------|-----------------|---------------|
| Year 1  |                 |                 |               |
|         | 2 (WTS)         | 2 (WTS)         | 3 (WTS)       |
|         | 4 (EXS)         | 5 (EXS)         | 5 (EXS)       |
|         | 4 (EXS)         | 4 (EXS)         | 3 (EXS)       |
| Year 2  |                 |                 |               |
|         | 3 (WTS)         | 4 (WTS)         | 3 (WTS)       |

|               |         |         |         |
|---------------|---------|---------|---------|
|               | 3 (WTS) | 4 (WTS) | 5 (WTS) |
|               | 3 (WTS) | 3 (WTS) | 3 (WTS) |
|               | 3 (EXS) | 4 (EXS) | 2 (EXS) |
|               | 4 (EXS) | 4 (EXS) | 4 (EXS) |
| <b>Year 3</b> |         |         |         |
|               | 3 (EXS) | 3 (EXS) | 4 (EXS) |
|               | 2 (WTS) | 2 (WTS) | 2 (WTS) |
|               | 3 (EXS) | 3 (EXS) | 3 (EXS) |
|               | 3 (EXS) | 3 (EXS) | 3 (EXS) |
|               | 4 (EXS) | 4 (EXS) | 4 (EXS) |
|               | 4 (EXS) | 3 (EXS) | 3 (EXS) |
|               | 3 (EXS) | 2 (EXS) | 4 (GDS) |
| <b>Year 4</b> |         |         |         |
|               | 4 (WB)  | 3 (WB)  | 3 (WTS) |
|               | 4 (EXS) | 2 (WTS) | 2 (WTS) |
|               | 3 (EXS) | 3 (WTS) | 2 (WTS) |
|               | 5 (EXS) | 1 (WB)  | 2 (WTS) |
| <b>Year 5</b> |         |         |         |
|               | 3 (WB)  | 3 (WB)  | 3 (WB)  |
|               | 4 (EXS) | 3 (EXS) | 4 (EXS) |



| Year 6 |         |         |         |
|--------|---------|---------|---------|
|        | 3 (WTS) | 0 (WB)  | 1 (WB)  |
|        | 5 (EXS) | 0 (WB)  | 1 (WB)  |
|        | 3 (EXS) | 5 (EXS) | 4 (GDS) |
|        | 3 (EXS) | 3 (EXS) | 4 (EXS) |

## 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          |
|------------------|-------------------|
| On track Maths   | Rising Stars      |
| On track English | Rising Stars      |
| Fresh Start      | Read, Write, Inc. |