

Halesowen C of E Primary School



We care, we trust, we believe.

We share, we enjoy, we achieve.

Pupil Premium Strategy Statement

Introduction

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	Halesowen C of E
Number of pupils in school (as at Census October 20)	195
Proportion (%) of pupil premium eligible pupils(as at Census October 20)	55.9%
Academic year/years that our current pupil premium strategy plan covers	2021-2022, 2022-2023, 2023-2024
Date this statement was published	December 21
Date on which it will be reviewed	September 22
Statement authorised by	Lorna Knowles (Headteacher)
Pupil premium lead	Lorna Knowles
Governor / Trustee lead	Margaret Hannaford

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 146,605
Recovery premium funding allocation this academic year	£7,903
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£154,508

Part A: Pupil premium strategy plan

Statement of intent

At Halesowen C of E, we are committed to providing all children, irrespective of their background, a quality education in line with our school vision and Christian ethos. We want every child to aspire to achieve their best and reach their full potential. We have high expectations for all. We recognise that disadvantage can be a barrier to achievement and therefore we intend to use pupil premium money to support pupils to break down these barriers. We will do this by focussing on quality first teaching and by offering enriching experiences to support the development of vocabulary and knowledge.

Challenges

No child is the same as another and all families are individual however the barriers to learning for some of our children include:

Challenge number	Detail of challenge
1	Baseline assessments in Reception indicate that disadvantaged children need further support with early language acquisition. This gap needs to be narrowed early on to have impact into key stage 1 and 2. (reception baseline, teacher assessment, progression tool, observations)
2	A higher proportion of pupils requiring additional speech and language intervention are from a disadvantaged background in key stages 1 and 2. (teacher assessment, progression tool, observations)
3	In the lowest 20 % of readers across school 61% are disadvantaged. This indicates that disadvantaged children will need additional support in phonics and reading. (reading age test assessments for decoding, fluency and accuracy, ongoing phonics assessment data, statutory phonics test results, ongoing teacher assessment)
4	The progress of disadvantaged pupils is lower in reading, writing and maths than that of other pupils. (ongoing monitoring, pupil interviews, book scrutiny, teacher assessment)
5	Children from disadvantaged backgrounds retain knowledge less well than other children in the wider curriculum (ongoing monitoring, pupil interviews, book scrutiny)
6	Attendance at school is not prioritised- Schooling and education are not highly valued with some parents having had a negative experience of school themselves. (Conversations with families, pupil attendance figures, engagement with home learning and home reading)
7	School wide monitoring indicates that children from disadvantaged backgrounds complete home learning/ home reading less than their peers.
8	Children have lack of belief and confidence in themselves and poor resilience. (ongoing monitoring, teacher feedback)
9	Many of our disadvantaged children have limited experiences outside of school due to coming from low income families. Children are not exposed to experiences that will potentially impact upon their cultural capital, vocabulary and knowledge development. (conversations with children, children's vocabulary limits observed)

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.

These desired outcomes have been a priority for a number of years, as influencing and changing a community's aspirations needs a persistent approach.

Intended outcome	Success criteria
<p>Children in rapid progress in early language acquisition and development of vocabulary. Children's speech and language development progresses in line with their peers.</p>	<p>High quality vocabulary shared and modelled in lessons</p> <p>Curriculum plans include planned vocabulary linked to colourful semantics</p> <p>Children encouraged to speak and the commenting approach used by adults to model good language</p> <p>Support accessed from outside agencies where necessary</p> <p>Everyone has high expectations for children to speak clearly, to use correct vocabulary and supports them to do so.</p> <p>% of children achieving ARE in communication and language at end of reception increases.</p> <p>Attainment improves in reading and writing in key=y stage 1n and 2 SATs and year 1 phonics screening</p>
<p>We will widen children's experiences whilst they attend Halesowen C of E to immerse them in learning, support learning new vocabulary and develop their cultural capital</p>	<p>All children are offered exciting opportunities within the classroom to enhance learning.</p> <p>All children are offered visits out of school to enhance learning.</p> <p>Teachers are supported to have time to plan exciting opportunities by working together in planning surgeries</p>
<p>Improving the attainment of children by ensuring they make better than expected progress, in early reading (to include phonics) and in the lowest 20%</p>	<p>Data shows more PP achieve GLD in reception</p> <p>Data shows PP children are making progress in ongoing phonics assessments- they are moving through phonics phases at the correct pace.</p> <p>In statutory phonics testing in year 1 and retakes in year 2 PP children's attainment improves.</p> <p>Data shows reading age of PP children increases.</p> <p>Children are decoding more accurately and reading more fluently</p>
<p>Improving the attainment of children in reading, writing and maths by ensuring they make better than expected progress so the gap is narrowed.</p>	<p>Teachers and teaching assistants more aware of who the PP children are in their class.</p> <p>Quality first teaching ensures children's needs are met through assessment for learning (high quality planning, sequenced progression, feedback)</p> <p>Catch up and interventions accessed by pupil premium children.</p> <p>Attainment data shows pupil premium children are achieving in line with age related expectations.</p>

	<p>Progress data shows pupil premium children are making better than expected progress to close the gap</p>
<p>Improve the retention of knowledge particularly in wider curriculum subject's wider curriculum</p>	<p>Teachers and teaching assistants more aware of who the PP children are in their class.</p> <p>Quality first teaching ensures children's needs are met through assessment for learning (high quality planning, sequenced progression, feedback)</p> <p>Opportunities are planned for – for children to recall prior knowledge – monitoring shows children are retaining and recalling better</p>
<p>Support families and build positive relationships so we can improve buy in from parents so they feel confident to support their child's education by improving and maintaining punctuality and attendance and supporting home learning and home reading</p>	<p>Good lines of communication between families and school encouraged.</p> <p>Parental questionnaires/ feedback will be positive.</p> <p>Attendance lead and head teacher work hard to analyse data, speak to families and track issues.</p> <p>Families supported when issues occur to try and get all children into school every day they are well enough to do so.</p> <p>Children attend school every day they are well enough to do and on time (attendance data improves and number of unauthorised absences decreases)</p> <p>Outside agencies e.g early help support as necessary</p> <p>Children complete home learning</p> <p>Children read regularly at home</p> <p>Attendance at parents' consultations or meetings improves</p>
<p>Increased self-esteem and resilience– having a “can do” attitude to learning.</p>	<p>Support for mental health and well-being embedded in school life.</p> <p>PP children are encouraged to develop confidence by answering questions in class, speaking in front of others and having roles (e.g. house captains, class monitors etc)</p> <p>Children confident to talk about their emotions (colour monster)</p> <p>Pastoral lead working with families and outside agencies to support mental health/ well-being issues</p> <p>Celebrate success with children and families</p> <p>Access outside agencies such as counselling, EP , mentoring, early help as necessary</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: £ 49,881

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Development of the curriculum. Appoint someone to work alongside SLT (TLR) as a curriculum lead. Ensure quality first teaching in the wider curriculum and progression of knowledge and skills. Curriculum lead to map out experiences and visits to match wider curriculum Work with subject coordinators to plan strategies for retention and recall.</p>	<p><i>“Leaders take on or construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life”</i> Education Inspection Framework 2021</p>	5, 9
<p>SENCO to remain non-classed based for part of the week to allow more work to be done around self-esteem, emotions and well-being. Direct work with pupils and families carried out. Also liaise with agencies. SENCo to oversee work regarding speech and language Work also to set up pupil passports- to given challenging but manageable targets for SEND children so they make progress.</p>	<p><i>“An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils’ needs, and promotes high standards and the fulfilment of potential for all pupils.”</i> <i>“Schools should promote positive relationships, active engagement, and wellbeing for all pupils”</i> EEF Special educational needs in mainstream schools</p>	2,3,4,8
<p>School to employ learning support teacher so needs can be assessed and addressed quickly (weekly) . This will lead to bespoke targets and will feed into pupil passports to allow children to be given challenging but manageable targets for SEND children so they make progress.</p>	<p><i>“Schools should aim to understand individual pupil’s learning needs using the graduated approach of the ‘assess, plan, do, review’ approach.”</i> EEF Special educational needs in mainstream schools</p>	2,3,4,5,8
<p>Senior leadership team to receive school improvement support to improve quality first teaching for all children.</p>	<p><i>“Leaders have a clear and ambitious vision for providing high-quality, inclusive education and training to all. This is realised</i></p>	1,3,4,5

	<p><i>through strong, shared values, policies and practice”</i></p> <p>Education Inspection Framework 2021</p>	
<p>Subject coordinator training or teach meets to help them coordinate the wider curriculum and core curriculum - supply cover needed to facilitate this. Leaders need to be have time to access support so they can plan a well sequenced curriculum covering the right skills and knowledge</p>	<p><i>“How carefully leaders have thought about what end points the curriculum is building towards, what pupils will be able to know and do at those end points, and how leaders have planned the curriculum accordingly. This includes considering how the intended curriculum will address social disadvantage by addressing gaps in pupils’ knowledge and skills”</i></p> <p>School Inspection handbook 2022</p>	3,4,5
<p>After a trial approach for a year phonics lead to write phonics curriculum (final draft) and supporting training, resources.</p>	<p><i>“Making sure pupils catch up with their reading is the priority, since it is vital for their access to the rest of the curriculum. Their progress will depend on high-quality teaching. A vital element of this is the successful teaching of phonics and this should continue to be a priority. “</i></p> <p>Teaching a broad and balanced curriculum 2021</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>The Reading Framework Jan 2022</p>	3

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

Budgeted cost: 77,422

Activity	Evidence that supports this approach	Challenge number(s) addressed
Early years teaching assistant employed to support early language acquisition and nurture (agency)	<p>“There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.</p> <p>Given that Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers”</p> <p>EEF Oral language interventions</p>	1,8
Additional teaching assistant in key stage 2 allocated to a year group with a high proportion of PP and where we need to close the gap in attainment	<p>“Research on TAs delivering targeted interventions in oneto-one or small group settings shows a consistent impact on attainment of approximately three to four additional months’ progress”</p> <p>EEF Making the best use of teaching assistants</p>	2,3,4,
With a backlog of needs in Speech and language- employ a therapist for school to address these issues	<p>EEF Oral language interventions</p>	1,2
Assess reading using reading age tests and plan reading interventions to support decoding, accuracy and fluency. Teaching assistants deliver reading interventions or higher frequency of listening to the lowest 20 % reading . Support reading at home by liaising with parents	<p><u>Reading interventions</u></p> <p><i>“While interventions might suggest an increased workload, time spent on them, making sure that pupils catch up, can be a good investment of effort. This is because it enables more effective whole-class work to take place later and ultimately eases workload”</i> Teaching a broad and balanced curriculum for education recovery 2021</p> <p><i>“Research on TAs delivering targeted interventions in one to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months’ progress”</i></p>	3, 7

	EEF- making the best use of teaching Assistants The Reading Framework Jan 2022	
Develop a love of reading by purchasing more quality texts for classes to use. Texts that interest but also challenge children. Also develop reading at home by buying book boxes for some identified PP children	<i>“Teachers can help children to thrive by choosing books to read aloud to them that will engage them emotionally. By listening to and talking about stories, children also meet vocabulary that they might not be able to read for themselves. In this way, they add to the store of words they know and thus build a strong foundation for comprehension and their own writing. Daily story times should therefore be a priority.”</i> Teaching a broad and balanced curriculum 2021 The Reading Framework Jan 2022	3, 7

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

Budgeted cost: £ 39,610

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily wellbeing activities and further wellbeing support for those children who need it. This will be in school support, led by SENCO and pastoral lead and alongside class teachers. This will link to the colour monster and Elsa	<p><i>“Primary schools have a vital role to play in supporting children’s mental health – teaching them the skills they need to recognise and deal with their emotions, and helping those with difficulties get the support they need.”</i></p> <p>https://www.mentallyhealthyschools.org.uk/getting-started/primary/</p>	8
Further pastoral support from external agencies e.g. counselling, play therapy or mentoring	<p>https://www.mentallyhealthyschools.org.uk/getting-started/primary/</p>	8
Enrichment planned for in school to enhance lessons (to include but not limited to Now Press Play and quality hands on artefacts) and also for trips and visits	<p><i>“Findings from research suggest extracurricular activities are important in developing soft (especially social) skills as well as being associated with a range of other positive outcomes (e.g. achievement, attendance at school).”</i></p> <p>An unequal playing field – Social mobility commission</p>	4,5,9
Pastoral and attendance lead in post to support wellbeing, family support and attendance- (even more prevalent after the pandemic)	<p><i>“Effective social and emotional learning (SEL) can increase positive pupil behaviour, mental health and well-being, and academic performance. “</i></p> <p>Education endowment foundation 2019</p> <p><i>“Education is often overshadowed in poor households where day to day survival is the main focus. Uneducated parents are far less likely to prioritise school attendance, encourage high school and break traditional gender roles so their daughters can learn.</i></p> <p><i>When a child is successfully educated they are more likely to pass on their knowledge to their own children in the future. They are more likely to expose their children to more enhanced learning experiences from a younger age. Education is likely to become a larger priority and expectation in their family culture.”</i></p> <p>RTL Foundation -Breaking the cycle of poverty</p>	6,7,8
Breakfast club (supported by DFE) needs supplementing by school. Intended to improve attendance and	<p>Breakfast Clubs Setup 2017</p>	3,4,6,8

punctuality and also ensure children have had a breakfast before lessons to improve concentration		
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Total budgeted cost: £ 166, 913 (overspend of 12, 405 to be accessed from school budget)

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.

Happiness and well being

We placed a lot of focus on this area. The pastoral team worked closely with families during lockdown and helped them access support from places such as Life Central church, food banks, Early Help, housing etc. In school we ensured that well-being was the number one priority and we put well-being into the curriculum each morning linked the Colours Monster. We also changed our behaviour policy to tie in with this and make it a lot more positive. We have seen children settle back into school life, serious behaviour incidents are rare and children who need additional support have received it.

Quality first teaching

Gaps in children's learning have been regularly identified through the use of AFL in lessons and also through some testing e.g. testing children's reading ages and regular phonics assessments. Pupil progress meetings took place to monitor and address individual needs. Class teachers have identified gaps in learning and provided work to support the needs of children (sometimes with the support of SLT/ SENCO). In lesson marking and feedback has been used to address gaps. This was challenging during Covid with social distancing, working in rows etc but teachers found ways to support children with verbal feedback.

During online learning, we had a dedicated team who supported disadvantaged pupils wither in school in small groups or with drop ins, phone calls or teams' lessons. Parents were grateful of this support.

Vocabulary, Reading and phonics

This was more challenging in periods when children were not in school and remote learning took place, however, staff were still very aware of the need to share quality texts and model the use of vocabulary. When in school we continued our work using "The Write Stuff" which seeks to expand vocabulary and grammar and for children to apply to writing. We have seen in children's writing how they are more confidently applying grammar and vocabulary learnt into their writing.

We focussed on phonics in key stage 1 and wrote our own systematic scheme using ideas from Natasha Tuite" The Phonics Queen" (staff watched webinars for training) This approach

was trialled in years 1 and 2 and modelled by our phonics lead and since has been moved across into reception. We saw a lot of improvement when year 2 went from a 59 % pass rate to 92% using this method. We are continuing to develop this.

For reading- we focussed on the intervention “Better Reading Partners” and also focussed a lot on just hearing children read regularly. We have seen reading ages improve.

Wider curriculum development and key skills

We did not want to narrow the curriculum- even during lock downs we ensured we offered a full curriculum offer to all. We have worked hard to ensure children could access this and that it was clear what knowledge and skills should be taught and learnt. We are now seeing progress in this area- our evidence base is mainly being from conversations with children.

Curriculum enrichment

Due to Covid restrictions, there has been a limited range of enrichment visits that children have been able to go on. We instead looked at ways we could enhance learning in the classroom and in the local areas/ school grounds. We tried to bring these experiences in e.g. a virtual zoo visit whilst children were remote learning from home. We have also used Now Press Play in school to immerse children in experiences.

Targeted support and interventions

Pupil progress meetings took place to allow discussion of individual needs. Provision maps were used to identify the needs of children and to identify how to address these issues. Small group interventions were used to address some of these gaps. We focussed on helping children to catch up on missed skills and knowledge in core subjects in these interventions

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
Dudley Counselling service	Dudley Council Educational Psychology
Play Therapy	EPE