

Halesowen C of E Primary School



We care, we trust, we believe.

We share, we enjoy, we achieve.

Pupil premium strategy statement

Pupil premium strategy statement – Halesowen C of E Primary School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	199
Proportion (%) of pupil premium eligible pupils	59.79%
Academic years that our current pupil premium strategy plan covers	22.23 23.24 24.25
Date this statement was published	August 24
Date on which it will be reviewed	August 25
Statement authorised by	Lorna Knowles(head teacher) working with Judith Knight (Business manager)
Pupil premium lead	Lorna Knowles
Governor / Trustee lead	Richard Seagar

Funding overview

Detail	Amount
Pupil premium funding allocation financial year 23.24	£173,145
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£17,525
EYPP	£2437
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£177,107

Part A: Pupil premium strategy plan

Statement of intent

Context

Halesowen Church of England Primary School was a school built for the local community. Right from the beginning it was an inclusive school built on strong Christian beliefs. It is our duty to ensure that this deeply Christian core runs through everything we do at Halesowen C of E in the modern day.

Taken from the trust deed: *"A school room or school rooms to be used for the education of poor children in the principles of the Christian Religion according to the doctrines and disciplines of the united church of England and Scotland"* (6th November 1838)

Our School Purpose

We are here to provide a safe, nurturing environment where **all** children, children of God, can develop a love of learning and a love of life.

"Living Life in all its fullness"(John 10:10)

Our Vision

At Halesowen C of E we strive to educate, inspire and empower resilient and independent young people preparing them for the next step in their journey. We are proud to be diverse and celebrate differences. We **believe** children can flourish if they are loved and valued. We have high expectations of everyone because we know they can **achieve** if someone has faith in them. We develop **trust** in each other and are proud that we are one big family. We **care** about each and every one of our families. We **enjoy** the job we do and want to make school a happy place to be.

We **share** this school Halesowen C of E; a place special to all of us, a place where we can feel safe, a place where we can be unique and a place where we can learn and thrive together through our strong Christian values.

Our vision is deeply rooted in this bible quote as we aspire for all children to be the best, they can be despite whatever barriers they may face.

"Be strong and courageous. Do not be afraid; do not be discouraged, for the LORD your God will be with you wherever you go." (Joshua 1.9)

Our intention is that all pupils, irrespective of their background or the challenges they face are inspired and empowered to learn in line with our school vision. We strive to provide:

- Quality teaching
- Enriching experiences.
- An environment where children feel valued and happy.

Challenges

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

Challenge number	Detail of challenge
1	Baseline assessments in Nursery and 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	Further Speech and language assessments (progression tool assessment) in key stage 1 and 2 indicate speech and language gaps post Covid and a higher proportion of pupils requiring additional speech and language intervention are from a disadvantaged background in key stages 1 and 2.
3	In the lowest 20 % of readers across school are a high percentage 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 and issues post Covid (Conversations with families, pupil attendance figures, engagement with home learning and home reading)
7	Children have lack of belief and confidence in themselves and poor resilience. (ongoing monitoring, teacher feedback)
8	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.

Intended outcome	Success criteria
<p>Children make rapid progress in early language acquisition and development of vocabulary. Children’s speech and language development progresses in line with their peers</p>	<ul style="list-style-type: none"> • High quality vocabulary planned for, shared and displayed in lessons- children began to use this vocabulary. • Wider curriculum plans include planned for vocabulary. • Teaching sequence includes vocabulary and talk time. • Interventions delivered by highly skilled teaching assistant • Accessing support from outside agencies as needed. • % of children getting ARE in communication and language in EYFS improves. • % of children improves in understanding of vocab and language in reading and use of vocab in writing
<p>Improve the attainment of the lowest 20% of readers by ensuring they make better than expected progress. (to include phonics)</p>	<ul style="list-style-type: none"> • Interventions planned to support children to improve progress in reading and phonics. • Groups for phonics/ reading planned and assessed every 6-8 weeks and changed as needed to ensure expectations are high but support is given. • % achieving expected in reading in reception improves • In phonics check % improves. • Reading ages improve. • % in year 2 and year 5 sats improves. • Data shows gap between PP children and others narrows. • All children are decoding more accurately and reading more fluently.
<p>Improve the attainment of children in reading, writing and maths by ensuring they make better than expected progress, so the gap is narrowed.</p>	<ul style="list-style-type: none"> • Teachers and TA’s more aware of who PP children are in their classes/ groups. • Quality first teaching and deliberate use of teaching assistants to support to close gaps. • Interventions planned for PP children.

	<ul style="list-style-type: none"> • Attainment data will show more PP children are achieving expected outcomes. • Progress data will show that better than expected progress is being made.
<p>Improve the retention of knowledge particularly in wider curriculum areas. <i>Ofsted area for development improving curriculum</i></p>	<ul style="list-style-type: none"> • Teachers and TA's more aware of who PP children are in their classes/ groups. • Curriculum plans – plan in deliberate age appropriate vocabulary to support learning • Knowledge organisers in place to ensure it is clear what needs to be learnt and remembered. • Assessment in place to show that key facts have been retained. • Monitoring will show children know more and remember more.
<p>Support families to improve the attendance of children at school. (post Covid)</p>	<ul style="list-style-type: none"> • Attendance lead in post and tracking attendance. • Pastoral support in place to help with issues preventing children attending school. • Use a company to support with door knocking. • Overall attendance will improve and PA will decrease (this may be a longer term plan and post covid this has been a challenge.)
<p>Increase children's self-esteem, resilience and mental health. Create good conditions for learning. Happy children learn better.</p>	<ul style="list-style-type: none"> • Pastoral lead in post to support families. • SENCO support through nurture provision with TA • Monitoring shows children are more resilient • Outside agencies used to support as needed. • Programs in place to support children to have more responsibility eg. Peer mediators. • PP children are targeted for additional support e.g. from Sycamore outreach etc
<p>Widen children's experiences to immerse them in learning, support vocabulary development and cultural capital. <i>Ofsted area for development linked to clubs/ experiences.</i></p>	<ul style="list-style-type: none"> • All children included when opportunities are offered- financial issues not a barrier e.g. school subsidise trips/ visits. • Quality first teaching means teachers plan exciting experiences for children

	<p>e.g. using the immersion room, now press play, visitors, local visits or trips.</p> <ul style="list-style-type: none"> All children have their learning bought alive irrespective of their experiences outside of school.
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Activity in this academic year (23.24)

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: £66778

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>SENCO to remain non-classed based. This will allow:</p> <ul style="list-style-type: none"> Further support to be done around nurture, self-esteem, emotions and well-being. Direct work with pupils and families carried out. Liaise with agencies. SENCo to oversee work regarding speech and language. SENCO to support and monitor interventions for SEND children(who are also PP) 	<p>“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.”</p> <p>“Schools should promote positive relationships, active engagement, and wellbeing for all pupils”</p> <p>Special Educational Needs in Mainstream Schools EEF (educationendowmentfoundation.org.uk)</p>	1,2,3,4,6,7
<p>Development of the curriculum to ensure retention and engaging experiences are prioritised:</p> <ul style="list-style-type: none"> TLR 3 extended for curriculum lead to continue work started. 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 	<p>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”</p> <p>Education inspection framework - GOV.UK (www.gov.uk)</p>	1,2,5,8

<ul style="list-style-type: none"> Work with new subject coordinators to plan strategies for retention and recall. 		
<p>School to continue to employ learning support teacher so needs can be assessed and addressed quickly (weekly) .</p> <p>This will lead to bespoke targets and will feed into plans for pupils to allow children to be given challenging but manageable targets for SEND children so they make progress.</p>	<p>Schools should aim to understand individual pupil’s learning needs using the graduated approach of the ‘assess, plan, do, review’ approach.”</p> <p>Special Educational Needs in Mainstream Schools EEF (educationendowmentfoundation.org.uk)</p>	1,2,3,4
<p>Senior leadership team to receive school improvement support to improve quality first teaching for all children.</p>	<p>Leaders have a clear and ambitious vision for providing high-quality, inclusive education and training to all. This is realised through strong, shared values, policies and practice”</p> <p>Education inspection framework - GOV.UK (www.gov.uk)</p>	3,4,5,6
<p>After a trial approach for a year phonics lead to write phonics curriculum (final draft) and supporting training, resources.</p>	<p>“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. “</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p>	2,3

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

Budgeted cost: £ 65205

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Early years teaching assistant employed to support early language acquisition and nurture (agency)</p>	<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. 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</p>	1, 7

	of approaches may support some disadvantaged pupils to catch up with peers	
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	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" EEF Making the best use of teaching assistants	2,3,4
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	Reading interventions "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" Teaching a broad and balanced curriculum for education recovery 2021 "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"	3,4

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

Budgeted cost: £ 61035

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	"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." Home : Mentally Healthy Schools	6,7
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	"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)." An unequal playing field: extra-curricular activities, soft skills and social mobility - GOV.UK (www.gov.uk)	5, 8

<p>Pastoral and attendance lead in post to support wellbeing, family support and attendance- (even more prevalent after the pandemic)</p>	<p>Effective social and emotional learning (SEL) can increase positive pupil behaviour, mental health and well-being, and academic performance. “ Education endowment foundation 2019 “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. 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.”</p> <p>UK Poverty 2024: The essential guide to understanding poverty in the UK Joseph Rowntree Foundation (jrf.org.uk)</p>	<p>6,7</p>
<p>Breakfast club (supported by DFE) needs supplementing by school. Intended to improve attendance and Breakfast Clubs Setup 2017 punctuality and also ensure children have had a breakfast before lessons to improve concentration</p>	<p>“It is important for pupils to start the day with a nutritious breakfast. Evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and improved wellbeing and behaviour.”</p> <p>National school breakfast club programme - GOV.UK (www.gov.uk)</p>	<p>6,7</p>

Total budgeted cost: £193,018

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended outcome	Success criteria	Review end of academic year 2024 (will be completed September 2024)
<p>Children make rapid progress in early language acquisition and development of vocabulary. Children’s speech and language development progresses in line with their peers</p>	<ul style="list-style-type: none"> • High quality vocabulary planned for, shared and displayed in lessons- children began to use this vocabulary. • Wider curriculum plans include planned for vocabulary. • Teaching sequence includes vocabulary and talk time. • Interventions delivered by highly skilled teaching assistant • Accessing support from outside agencies as needed. • % of children getting ARE in communication and language in EYFS improves. • % of children improves in understanding of vocab and language in reading and use of vocab in writing 	
<p>Improve the attainment of the lowest 20% of readers by ensuring they make better than expected progress. (to include phonics)</p>	<ul style="list-style-type: none"> • Interventions planned to support children to improve progress in reading and phonics. • Groups for phonics/ reading planned and assessed every 6-8 weeks and changed as needed to ensure expectations are high but support is given. • % achieving expected in reading in reception improves • In phonics check % improves. • Reading ages improve. • % in year 2 and year 5 sats improves. • Data shows gap between PP children and others narrows. • All children are decoding more accurately and reading more fluently. 	<ul style="list-style-type: none"> •

<p>Improve the attainment of children in reading, writing and maths by ensuring they make better than expected progress, so the gap is narrowed.</p>	<ul style="list-style-type: none"> • Teachers and TA's more aware of who PP children are in their classes/ groups. • Quality first teaching and deliberate use of teaching assistants to support to close gaps. • Interventions planned for PP children. • Attainment data will show more PP children are achieving expected outcomes. • Progress data will show that better than expected progress is being made. 	<ul style="list-style-type: none"> •
<p>Improve the retention of knowledge particularly in wider curriculum areas. <i>Ofsted area for development improving curriculum</i></p>	<ul style="list-style-type: none"> • Teachers and TA's more aware of who PP children are in their classes/ groups. • Curriculum plans – plan in deliberate age appropriate vocabulary to support learning • Knowledge organisers in place to ensure it is clear what needs to be learnt and remembered. • Assessment in place to show that key facts have been retained. • Monitoring will show children know more and remember more. 	<ul style="list-style-type: none"> •
<p>Support families to improve the attendance of children at school. (post Covid)</p>	<ul style="list-style-type: none"> • Attendance lead in post and tracking attendance. • Pastoral support in place to help with issues preventing children attending school. • Use a company to support with door knocking. • Overall attendance will improve and PA will decrease (this may be a longer term plan and post covid this has been a challenge.) 	<ul style="list-style-type: none"> •
<p>Increase children's self-esteem, resilience and mental health. Create good conditions for learning.</p>	<ul style="list-style-type: none"> • Pastoral lead in post to support families. • SENCO support through nurture provision with TA • Monitoring shows children are more resilient • Outside agencies used to support as needed. 	<ul style="list-style-type: none"> •

Happy children learn better.	<ul style="list-style-type: none"> • Programs in place to support children to have more responsibility eg. Peer mediators. • PP children are targeted for additional support e.g. from Sycamore outreach etc 	
Widen children's experiences to immerse them in learning, support vocabulary development and cultural capital. <i>Ofsted area for development linked to clubs/ experiences.</i>	<ul style="list-style-type: none"> • All children included when opportunities are offered- financial issues not a barrier e.g. school subsidise trips/ visits. • Quality first teaching means teachers plan exciting experiences for children e.g. using the immersion room, now press play, visitors, local visits or trips. • All children have their learning bought alive irrespective of their experiences outside of school. 	<ul style="list-style-type: none"> •

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Maths Whizz	
Number Stacks	