

# Pupil premium strategy statement 2023-2024

## Hippings Methodist 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
School Name	Hippings Methodist Primary School
Number of pupils in school	197
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-2024
Date this statement was published	Autumn 2023
Date on which it will be reviewed	Spring 2023
Statement authorised by	Tracey Westwell
Pupil premium lead	Tracey Westwell
Governor	Victoria Higham

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	48,975
Recovery premium funding allocation this academic year	2,700
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> ) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
<b>Total budget for this academic year</b>	<b>51,675</b>

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# Part A: Pupil premium strategy plan

## Statement of intent

It is our intention that all children are provided with the means to make good progress across the curriculum, no matter their background. The pupils at Hippings Methodist Primary School, are from a range of differing social and economic backgrounds with differing starting points in learning and varying barriers. We aim to provide high quality support so that those barriers are fully identified to ensure all pupils can reach their full potential and are able to engage fully in all parts of school life.

This is achieved through a process of the 4-step cyclical model from the EEF

- 1 Diagnose our pupils' challenges and needs
2. Use strong evidence to support our strategy
3. Implement our strategy
4. Monitor and evaluate our strategy

This process forms the basis for high quality teaching which will not only benefit those children who are 'falling behind' but also the non-disadvantaged children too.

- *To reduce the gap between pupil premium children and others in the school*
- *To ensure ALL pupils feel happy and included*
- *To ensure that ALL pupils have access to a broad and balanced curriculum.*

We aim to do this through:

Ensuring that teaching and learning opportunities meet the needs of all the pupils. Ensuring 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. When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged. Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time

## Challenges

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

Challenge number	Detail of challenge
1	Low confidence and low self esteem

2	parents who experience difficulties themselves and empower them to support their children's learning
3	close the gap in all subjects so that ALL pupils make the maximum progress.(particularly Reading)
4	encourage ALL pupils to participate in extra curricular activities in order to give them experiences that they would otherwise not experience
5	support pupils with their mental health and well being so that they are able to focus on their learning.
6	Low expectations of behaviour at home
7	Many families are on the threshold for receiving PP but are just outside eligibility. Many of these families face a number of the above challenges

## 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
To ensure that all disadvantaged pupils make at least expected progress in Reading, Writing and Maths, no matter what their starting point.	<p>All pupils meet at least age related expectations.( or make good progress if they have additional needs)</p> <p>Targeted intervention is used to ensure that PP pupils who are working below the standard expected for their peers, are given the appropriate support</p> <p>Intervention support through the placement of Teaching Assistants throughout school in each class.</p> <p>An educational psychologist and specialist teachers are bought in to set individual learning programmes. (Inclusion Solutions)</p> <p>1-1 Interventions provided by teaching assistants to include: intervention programmes such as Dyslexia Gold, Fast track phonics, Number Stacks, Precision teaching.</p> <p>Group interventions e.g. phonics intervention, math interventions and other guided activities.</p> <p>A higher proportion of disadvantaged pupils are working at age related expectations in Reading, Writing and Mathematics.</p>

	<p>Pupil voice reflects a love of reading</p> <p>Increased access to homework and home learning through providing a Homework Club.</p>
<p>To nurture and grow talents and interests through a range of targeted experiences</p>	<p>All pupils take part in at least 2 extra curricular activities each year.</p> <p>Pupils do not need to worry about cost or impact on the family</p> <p>We provide engaging forest school experiences for children with a key emphasis on developing speaking and listening skills, as well as social interaction and problem solving in the Summer Term</p> <p>Educational visits can be funded by use of PPG if required to allow these children to experience our wider curriculum offer.</p> <p>PPG pupils access afterschool clubs and enrichment opportunities.</p> <p>Wraparound care for PPG children available to support with breakfast and afterschool provision</p>
<p>To improve expectations of behaviour in the home and ensure pupils respect their adults</p>	<p>High expectations of behaviour evident in school.</p> <p>Child and Family Well being Triple P parenting classes available in the Autumn and Summer terms</p>
<p>Parents feel able to support their pupils learning</p>	<p>Parent workshops support parents in reading, phonics and maths. National Online Safety Programme to support safety online</p>
<p>To support parents who experience difficulties themselves and empower them to support their children's learning</p>	<p>Parents are happy to access additional support and services with the help of school to support themselves and their children. EHA and family help services. CFW</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: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maintain Higher ratio of staff to pupils in Reception class 1:10	Engaging pupils at a young age in their learning and fostering a love of learning as pupils will receive more individual attention	1,3,4,5,7
High quality first teaching	<p>This is the most effective way for pupils to make progress. All staff receive regular CPD so that pupils receive the best teaching and are able to make the most progress.</p> <p><b>The EEF guidance report on effective professional development (PD) suggests that mechanisms should be the focus when designing a PD programme.</b></p> <p>Therefore, we have designed our PD around effective questioning , active learning strategies,Being a Great teaching Assistant</p>	1,3,4,5,6,7
Small group support	<p>Pupils receive additional support through targeted interventions in order to reinforce learning where needed.</p> <p><b>The EEF – Teaching assistants</b></p> <p><b>Teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and ‘catch-up’ with previously higher attaining pupils.</b></p>	1,3,4,5,7
<p>KICK support</p> <p>Play Therapy</p> <p>Inside Out Programme</p>	<p>KICK coaches to support pupils through sport and 1 to 1 mentoring</p> <p>Individual play therapy sessions for those who require it and meet the criteria</p> <p>CFW lead small group emotional literacy support for identified pupils</p>	1,3,4,5,6,7,
Triple P Parenting courses	Run by CFW for parents who require support with behaviour at home	2,5,6

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

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1 to 1 reading	Individual reading with an adult shows that it is very beneficial and enhances progress. Pupils who receive additional 1 to 1 reading with an adult make good progress.	1,2,3,5
Dyslexia Gold	This programme, when carried out 3 times a week, allows pupils to make up to 2 years progress within a 6 month programme( We piloted the programme last year)	1,2,3,5
Precision Teaching	All staff are trained in Precision Teach techniques. Pupils on this programme work on overlearning and small steps progress. <b>The EEF – Teaching Assistants 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.</b>	1,2,3,5
Targeted Phonics groups	Additional phonics learning through structured programmes ensure that pupils make best progress <b>The EEF – Phonics – Closing the disadvantage gap It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.</b>	1,2,3,5
Homework club in upper KS2	Pupils successfully complete homework activities ensuring that pupils are less stressed coming to school if homework hasn’t been completed.	1,2,3,5

Writing and Maths Interventions	Small targeted groups working on gaps and next steps enhances pupils progress	1,,3,4,5
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast and After School Provision	Pupils are able to access breakfast club ensuring that they are ready for the school day and have eaten breakfast. Supporting pupils in after school provision also allows parents to access courses in order to train them so they can access the work force	1,2,5
Additional clubs and trips paid for	Pupils do not have to worry about the cost of participating in an additional activity and the impact that would have on the family. This allows all pupils to fully participate in school life and experience activities that they may not usually get the chance to try.  <b>Ofsted's guide 'The Pupil Premium' (Jan 2013) identified: The full range of educational experiences in their top ten of 'Gap Busters' identifying the levers for improvement so that all pupils have full access to broad educational experiences.</b>	1,2,3,
Operation Chamaeleon (Global Policing)	Supporting pupils in understanding the law and helping them become excellent citizens in the community. This project has had amazing results in the Greater Manchester Area and is now being rolled out in Lancashire	1,4,5
ELSA and Inside out groups to support children and families with emotional wellbeing through child led interventions.	<b>Social &amp; Emotional Learning:</b> - EEF evidences that this approach has a positive impact, on average, of 4 months additional progress over a year  <b>The EEF recognises SEL, Well-being and Mental Health as essential in supporting effective learning which are linked to a positive outcome later in life.</b>	



One Goal mental Health Champions	Train staff and pupils to become Mental Health Champions and develop strategies to help and support others	1,2,3,4,5
Forest School-Specialist Lead	<p><b>The EEF – Forest School</b></p> <p><b>Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</b></p> <p>The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes. However, the evidence base linking non-cognitive skills and pupil attainment is weak and schools should therefore carefully evaluate the impact of outdoor learning interventions on pupil achievement, if this is the intended outcome</p>	
Triple P parenting	To support parents with behavior at home	

**Total budgeted cost: £**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils 2022-2023

<b>Key Stage 2</b>		
<b>Reading</b>	<b>School</b>	<b>PPG</b>
% at expected Standard	75%	80%
% at Higher Standard	16%	60%
<b>Writing</b>		
% at expected Standard	78%	80%
% at Higher Standard	0%	0%
<b>Maths</b>		
% at expected Standard	91%	100%
% at Higher Standard	31%	60%
<b>GPS</b>		
% at expected Standard	91%	100%
% at Higher Standard	44%	60%
<b>Combined</b>		
% at expected Standard	63%	60%
% at Higher Standard	0%	0%

## Externally provided programmes

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

<b>Programme</b>	<b>Provider</b>
Dyslexia Gold	Dyslexia Gold
Reading Eggs	3PLearning
Times Table Rockstars	Maths Circle Ltd
Numbots	Maths Circle Ltd
Forest School	Adventure Hyndburn
KICK mentoring	KICK
Triple P Parenting	Child and Family Well being
Inside Out Programme	Child and Family Well being
Operation Chameleon	Global Policing
One Goal Mental Health Champions	One Goal