

Handale Primary School

Pupil Premium Impact Report

January 2023



How do we use our funding?

At Handale Primary, we believe in supporting all children to do as well as they can, both socially and academically. We strongly believe that in supporting our families with issues that may impact on the individual child's academic achievement, personal achievements and their well-being.

Although we welcome the Pupil Premium funding, we also recognise that it is imperative that all children are supported the very best way we can. Within the Pupil Premium Strategy there are new and existing initiatives, it is not always about new initiatives but it supports the continuation of good practice.

The Three-Year Pupil Premium Strategy document was updated in the Autumn Term to reflect the new school year.

Our intention is that all pupils, irrespective of their background or the challenges they face, make at least good progress and achieve high attainment across all subject areas. The focus of our strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. First Quality teaching is the heart of our approach, with a specific focus on areas in which disadvantaged pupils require the most support. We believe this has the biggest impact on the development of the child and closing the disadvantage gap and at the same time will benefit the non-disadvantaged in school.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF should then be used to support decisions around the usefulness of different strategies and their value for money. Our strategy is also integral to wider school plans for education recovery, notably in its targeted

support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, attendance and punctuality issues, a lack of confidence and low self-esteem. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no 'one size that fits all.'

Our ultimate objectives are:

- To narrow the attainment gap in reading, writing and maths between disadvantaged and non-disadvantaged pupils, both in school and nationally through quality first teaching and increased opportunities for reinforcement of learning at home.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through:

- Ensuring that teaching and learning opportunities (including quality first teaching) meet the needs of all pupils.
- Use of termly data analysis to identify children falling behind.
- 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.
- Ensuring that disadvantaged pupils have access to a range of interventions in school to meet their SEND needs, identified on EHCPS and IPM (Individual Provision Maps).
- Pupil premium funding will be allocated carefully 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.
- Providing an effective pastoral support service for both pupils and parents, identified through school as vulnerable or in need. We aim for disadvantaged pupils to increase their attendance at school closing the gap between themselves and non-disadvantaged pupils and enabling them to experience the full learning experience we offer at Handale Primary.
- Identified targeted children on provision maps, PPG proformas and intervention impact sheets.
- Pupil progress meetings to discuss disadvantaged children including successes and any areas for further support to enable children to make expected progress.
- School meals £1 per child.

Consequently, we are using pupil premium funding in the following ways:

- Quality First Teaching
- Interventions, individually and /or small groups, led by teachers and teaching assistants
- High quality staff CPD
- Release of key leaders in school to support colleagues to impact on outcomes
- Speech and Language resources to support the delivery of speech intervention.
- Full time Teaching Assistants to support children in Early Years, Year 1 and Year 2
- Phonic and reading resources to support the teaching of Early Reading
- National Tutoring Programme

Support for social and emotional development:

- The Bungalow Project
- Learning Mentor supporting children with mental health concerns – group work
- Children are provided with a book bag and a PE bag
- Provision for breakfast club
- Growth Mindset workshops
- Increased Health and Fitness activities
- Children are targeted for lunch clubs to support their emotional well-being and behaviour
- Play time and dinner time activities
- Children have been targeted for after school clubs

Support for the curriculum:

- Increased curriculum resources for in-class work
- Lexia to improve reading skills
- Little Wandle Phonic Programme
- Reading books to improve the teaching of Early Reading and Phonics
- Subsidising costs for educational visits (when allowed)
- Providing extra support and targeted interventions for children who are below national expectations for Reading, Writing and Maths
- Teaching Assistant to support EYPP pupils in the Early Years
- Subject Leaders have been given allocated time to monitor the teaching and learning of their subject
- Qualified Teacher delivering interventions across the school

Support for the family:

- Learning Mentor to support families and provide them with the skills to support their children at home with their learning
- Laptops, Sim Cards and additional resources to support pupils learning from home
- Supporting vulnerable families with issues which may impact on school and learning
- Free breakfast club
- Grants / vouchers for families in need
- Uniform / shoes for the children
- Transport to / from appointments where needed

Pupil Premium Progress and Attainment

A full data analysis will be provided at the end of the Summer Term.

As a school, we are closely monitoring pupil premium children in school and our aim is for them to make at least good progress. Provision Maps highlight interventions and programmes which are taking place to support pupils.

Next half term, teachers will be submitting Spring Term data for their class. This will include the percentage of pupil premium children making expected progress and also how many PPG are currently working at the expected standard. We will also look at how our PP pupils are performing in school against others nationally.

Autumn Term Data Analysis



LINGFIELD Handale Primary

		Disadvantaged / Pupil Prem																	
		PROGRESS				ATTAINMENT													
		PROG PUPILS	Progress Evaluation	Progress Points	TOTAL PUPILS	Previous Year / Baseline						Autumn Term							
READING						STATUS			SUMMARY			STATUS			SUMMARY				
						BE	OT	AT	AB	OT+	AT+	BE	OT	AT	AB	OT+	AT+		
Year 1	PP	0			4	0							4	50%	0%	50%	0%	50%	50%
	NON PP	0			10	0							10	0%	30%	60%	10%	100%	70%
Year 2	PP	9	Out	1.44	10	9	11%	11%	56%	22%	89%	78%	10	20%	10%	50%	20%	80%	70%
	NON PP	14	Good	1.07	14	14	0%	7%	86%	7%	100%	93%	14	0%	14%	71%	14%	100%	86%
Year 3	PP	14	Out	1.21	15	14	14%	7%	64%	14%	86%	79%	15	13%	7%	60%	20%	87%	80%
	NON PP	11	Good	1.00	11	11	9%	18%	55%	18%	91%	73%	11	18%	9%	36%	36%	82%	73%
Year 4	PP	12	Inad	0.67	14	12	8%	17%	58%	17%	92%	75%	12	25%	8%	58%	8%	75%	67%
	NON PP	15	Out	1.27	15	15	0%	7%	53%	40%	100%	93%	15	7%	0%	60%	33%	93%	93%
Year 5	PP	13	Good	1.08	15	13	8%	0%	85%	8%	92%	92%	13	8%	0%	85%	8%	92%	92%
	NON PP	11	Out	1.27	11	11	9%	18%	45%	27%	91%	73%	11	9%	18%	45%	27%	91%	73%
Year 6	PP	11	Out	1.91	12	11	36%	9%	55%	0%	64%	55%	12	42%	8%	50%	0%	58%	50%
	NON PP	19	Out	1.21	23	19	0%	0%	79%	21%	100%	100%	23	13%	0%	65%	22%	87%	87%

Target for Spring Term

- Monitor pupil premium children in Year 4. We will look at the interventions which are currently taken place and ensure that steps are put in place to ensure that these children catch up and close the gap.

-Narrow the gap in Year 6 between PP children and Non PP. Ensure interventions are taking place to tackle this gap.

		PROG PUPILS	Progress Evaluation	Progress Points	TOTAL PUPILS	Previous Year / Baseline						Autumn Term							
WRITING						STATUS			SUMMARY			STATUS			SUMMARY				
						BE	OT	AT	AB	OT+	AT+	BE	OT	AT	AB	OT+	AT+		
Year 1	PP	0			4	0							4	50%	25%	25%	0%	50%	25%
	NON PP	0			10	0							10	0%	30%	60%	10%	100%	70%
Year 2	PP	9	Good	1.11	10	9	11%	0%	78%	11%	89%	89%	10	20%	10%	50%	20%	80%	70%
	NON PP	14	Good	1.14	14	14	0%	14%	71%	14%	100%	86%	14	0%	14%	71%	14%	100%	86%
Year 3	PP	14	Good	1.14	15	14	14%	14%	64%	7%	86%	71%	15	13%	13%	60%	13%	87%	73%
	NON PP	11	Good	1.09	11	11	9%	9%	55%	27%	91%	82%	11	18%	9%	36%	36%	82%	73%
Year 4	PP	12	Req Imp	0.83	14	12	17%	8%	75%	0%	83%	75%	12	25%	0%	75%	0%	75%	75%
	NON PP	15	Out	1.27	15	15	0%	7%	60%	33%	100%	93%	15	7%	0%	60%	33%	93%	93%
Year 5	PP	13	Out	1.23	15	13	8%	0%	77%	15%	92%	92%	13	8%	0%	69%	23%	92%	92%
	NON PP	11	Out	1.36	11	11	27%	0%	45%	27%	73%	73%	11	27%	0%	45%	27%	73%	73%
Year 6	PP	11	Out	1.45	12	11	27%	18%	45%	9%	73%	55%	12	25%	17%	58%	0%	75%	58%
	NON PP	19	Out	1.21	23	19	0%	0%	74%	26%	100%	100%	23	13%	0%	65%	22%	87%	87%

Target for Spring Term

- Monitor pupil premium children in Year 4. We will look at the interventions which are currently taken place and ensure that steps are put in place to ensure that these children catch up and close the gap.

-Narrow the gap in Year 1 and Year 6 between PP children and Non PP. Ensure interventions are taking place to tackle this gap.

MATHS		PPG PUPILS	Progress Evaluation	Progress Points	TOTAL PUPILS		Previous Year / Baseline						Autumn Term								
							STATUS				SUMMARY		STATUS				SUMMARY				
							BE	OT	AT	AB	OT+	AT+	BE	OT	AT	AB	OT+	AT+			
Year 1	PP	0			4	0									4	0%	50%	50%	0%	100%	50%
	NON PP	0			10	0									10	20%	20%	40%	20%	80%	60%
Year 2	PP	9	Good	1.00	10	9	0%	11%	89%	0%	100%	89%	10	10%	10%	80%	0%	90%	80%		
	NON PP	14	Good	1.14	14	14	7%	14%	71%	7%	93%	79%	14	0%	21%	71%	7%	100%	79%		
Year 3	PP	14	Good	1.00	15	14	21%	14%	50%	14%	79%	64%	15	27%	13%	47%	13%	73%	60%		
	NON PP	11	Good	1.09	11	11	9%	9%	55%	27%	91%	82%	11	18%	0%	55%	27%	82%	82%		
Year 4	PP	12	Inad	0.58	14	12	8%	17%	67%	8%	92%	75%	12	33%	0%	58%	8%	67%	67%		
	NON PP	15	Out	1.20	15	15	0%	13%	67%	20%	100%	87%	15	13%	0%	60%	27%	87%	87%		
Year 5	PP	13	Good	1.00	15	13	8%	8%	77%	8%	92%	85%	13	8%	8%	77%	8%	92%	85%		
	NON PP	11	Good	1.18	11	11	18%	0%	64%	18%	82%	82%	11	18%	0%	64%	18%	82%	82%		
Year 6	PP	11	Inad	0.64	12	11	27%	27%	45%	0%	73%	45%	12	50%	8%	42%	0%	50%	42%		
	NON PP	19	Out	1.21	23	19	0%	0%	79%	21%	100%	100%	23	13%	0%	70%	17%	87%	87%		

Targets for Spring Term

- Monitor pupil premium children in Year 4. We will look at the interventions which are currently taken place and ensure that steps are put in place to ensure that these children catch up and close the gap.

-Narrow the gap in Year 3 and Year 6 between PP children and Non PP. Ensure interventions are taking place to tackle this gap.

After School Club Attendance

Autumn Club	Number of Pupil Premium Attendance	Non-Pupil Premium Attendance	Total
Cooking (Reception)	3	13	16
Games (KS2)	10	12	22
STEM (KS2)	4	11	15
Gymnastics (Y2-Y6)	8	7	15
Art and Craft (Y2-Y6)	13	24	37
Netball (Y3-Y6)	5	11	16
Sign Language (Y3-Y6)	6	5	11
Drama (Y3-Y6)	8	8	16

Next Steps for Spring Term

The Head Teacher and Deputy Headteacher are participating in Pupil Premium Network Meetings within the Trust. During these meetings, research is explored, best practice is shared and leaders have the opportunities to discuss the new strategy document and look at what is working well in schools and discuss how we can further support PP children and their families further.

All teachers will input data at the end of the Spring Term and data will be analysed by SLT.

A pupil premium book scrutiny will be completed by the Head Teacher and Deputy to monitor the progress of the pupils.

Natalie Brodie will continue to deliver interventions to targeted children across the school.

Provision Maps will be updated by all teachers.