

# Handale Primary School

## Pupil Premium Impact Report

### November 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 2022 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.

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 and rapid response documents.
- Pupil progress meetings to discuss disadvantaged children including successes and any areas for further support to enable children to make expected progress.

**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 and Year 1.
- Phonic and reading resources to support the teaching of Early Reading. Early Reading is a high priority in school and we aim for all children to read fluently by the end of Year 1.
- Rapid Catch Up is used from Year 2 – Year 6 to enable all children to catch up and reach the expected standard.
- Rapid response is used throughout the school to deliver same day intervention and catch up any pupils who may have been absent.

### **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 in term time and during school holidays
- Children are targeted for lunch clubs to support their emotional well-being and behaviour
- Play time and dinner time activities

#### **Impact Summer 2023**

- The Bungalow project has had a positive impact on children's social and emotional needs. Children have been targeted over the year and as a school we have received positive feedback from parents and children.
- The learning mentor has continued to support families effectively and this has enabled the school to continue to build positive relationships with parents.

### **Support for the curriculum:**

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

#### **Impact Summer 2023**

- The LW reading programme has had a positive impact on reading in all areas of the school.
- The rapid catch up has target pupil premium children below the expected standard in KS2 and we have tracked and monitored the progress ensuring they make outstanding progress.
- Any pupil premium children who have been working below the expected standard in phonics and maths receive same day intervention delivered by teachers or teaching assistants.
- Fluency reading books have been purchased to support the less able readers in KS2 and children in Year 2.
- Educational visits have been subsidised for parents to make it affordable.
- Rapid Response in Maths has been introduced to ensure that children who don't achieve the learning objective receive immediate intervention.

### **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

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.

SLT have monitored provision maps and intervention over the year to ensure that no child is falling further behind. When a child is working below the expected standard, they receive targeted intervention and support and quality first teaching. The progress and attainment of pupil premium pupils has been discussed thoroughly over the year in pupil progress meetings and allocated staff meetings.

At the end of the Summer Term, data was submitted and the progress and attainment was scrutinised and discussed with staff in school.

## Summer Term Data Analysis

End of Key Stage 2 Results 2023

ATTAINMENT Groups	Year	EXPECTED STANDARD																
		ALL PUPILS																
			No.	RWM Comb		Reading			Writing			Maths						
ALL PUPILS	2023	SCHOOL	35	71%	NATIONAL	59%	SCHOOL	83%	NATIONAL	73%	SCHOOL	77%	NATIONAL	71%	SCHOOL	74%	NATIONAL	73%
	2022		28	57%		59%		86%		75%		82%		69%		68%		71%
	2019		26	81%		65%		100%		73%		92%		78%		85%		79%
Pupil Premium	2023	SCHOOL	12	50%	NATIONAL	44%	SCHOOL	75%	NATIONAL	60%	SCHOOL	58%	NATIONAL	58%	SCHOOL	58%	NATIONAL	59%
	2022		13	54%		43%		85%		62%		77%		55%		62%		56%
	2019		11	73%		51%		100%		62%		82%		68%		82%		67%
Non Pupil Premium (Other)	2023	SCHOOL	23	83%	NATIONAL	66%	SCHOOL	87%	NATIONAL	78%	SCHOOL	87%	NATIONAL	77%	SCHOOL	83%	NATIONAL	79%
	2022		15	60%		66%		87%		80%		87%		75%		73%		78%
	2019		15	87%		71%		100%		78%		100%		83%		87%		84%

### Strengths

- Pupil Premium pupils performed above the national average in Reading.
- Pupil Premium pupils performed in line with the national average in Writing and Maths.
- Pupil Premium pupils performed better than national other.

### Areas to Consider

- Pupil premium pupils didn't perform as well as in previous years. In 2023, we had a high percentage of pupils who were Pupil Premium and SEND and were receiving targeted provision in our Small Learning Community.
- Consider how we can further support disadvantaged pupils in writing and Maths to enable them to perform in line with national other.

#### 2023 EYFS Reception School Disadvantaged vs National 'Other' (Not Disadvantaged)

11% of pupils were disadvantaged-2pupils (1boysand1girls).

100% of Disadvantaged pupils achieved the GLD.

**The performance of Disadvantaged pupils in school is better than 'Other' pupils Nationally**

#### 2023 Y1 Phonics School Disadvantaged vs National 'Other' (NotDisadvantaged)

36% of pupils are Disadvantaged-5 pupils (4 boys and 1 girls).

80% of Disadvantaged pupils achieved the standard compared to 84% of 'Other' pupils Nationally.

Therefore, there is an achievement gap of 4%.

National Disadvantaged is 71%.

**The performance of Disadvantaged pupils in school is similar or better than 'Other' pupils Nationally. Over the last three years 74% of disadvantaged pupils (23/31) have achieved the expected standard.**

#### 2023 KS1 Reading School Disadvantaged vs National 'Other' (Not Disadvantaged)

45% of pupils are Disadvantaged-10 pupils (5 boys and 5 girls).

80% of Disadvantaged pupils achieved the expected standard compared to 78% of 'Other' pupils Nationally.

Therefore, there is an achievement gap of 2%. National Disadvantaged is 62%.

**The performance of Disadvantaged pupils in school is better than 'Other' pupils Nationally. Over the last three years 78% of disadvantaged pupils (29/37) have achieved the expected standard or above.**

#### 2023 KS1 Writing School Disadvantaged vs National 'Other' (Not Disadvantaged)

45% of pupils are Disadvantaged - 10 pupils (5 boys and 5 girls).

80% of Disadvantaged pupils achieved the expected standard compared to 73% of 'Other' pupils Nationally.

Therefore, there is an achievement gap of 7%. National Disadvantaged is 55%.

**The performance of Disadvantaged pupils in school is better than 'Other' pupils Nationally. Over the last three years 73% of disadvantaged pupils (27/37) have achieved the expected standard or above.**

#### 2023 KS1 Maths School Disadvantaged vs National 'Other' (Not Disadvantaged)

45% of pupils are Disadvantaged - 10 pupils (5 boys and 5 girls).

80% of Disadvantaged pupils achieved the expected standard compared to 79% of 'Other' pupils Nationally.

Therefore, there is an achievement gap of 1%. National Disadvantaged is 62%.

**The performance of Disadvantaged pupils in school is better than 'Other' pupils Nationally. Over the last three years 70% of disadvantaged pupils (26/37) have achieved the expected standard or above.**

#### 2023 KS2 RWM combined (EXP) School Disadvantaged vs National 'Other' (Not Dis)

34% of pupils are Disadvantaged - 12 pupils (8 boys and 4 girls).

50% of Disadvantaged pupils achieved the expected standard compared to 71% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 21%. National Disadvantaged is 51%.

**Disadvantaged pupils performance is similar or better than Disadvantaged pupils Nationally, but still below 'Other' pupils Nationally. Over the last three years 58% of disadvantaged pupils (21/36) have achieved the expected standard or above.**

#### **Areas to Develop**

- Monitor the progress of pupil premium children in the next Year 6 cohort.
- Consider which children are SEND and look at the data without these children. 5 of the pupil premium children were part of our small learning community with specific learning needs.

#### 2023 Reading School Disadvantaged vs National 'Other' (Not Disadvantaged)

34% of pupils are Disadvantaged - 12 pupils (8 boys and 4 girls).

75% of Disadvantaged pupils achieved the expected standard compared to 78% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 3%. National Disadvantaged is 62%.

**The performance of Disadvantaged pupils in school is better than 'Other' pupils Nationally. Over the last three years 86% of disadvantaged pupils (31/36) have achieved the expected standard or above.**