



Handale Primary School Pupil Premium Strategy Statement 2022-2024

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	Handale Primary School
Number of pupils in school	185 (Reception – Year 6) September 2021 168 (Reception – Year 6) September 2022 162 (Reception – Year 6) October 2023
Proportion (%) of pupil premium eligible pupils	83 pupils (45%) 2021/2022 69 pupils (41%) 2022/2023 66 pupils (40%) 2023/2024
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 2022/2023 2023/2024
Date this statement was published	October 2021
Date on which it will be reviewed	Reviewed October 2022 Reviewed October 2023 To be reviewed July 2024
Statement authorised by	Mrs Nicola Padgett Headteacher
Pupil premium lead	Mrs Rio Farrier Deputy Headteacher
Governor / Trustee lead	Miss Gemma Harrison Lead for disadvantaged children

Funding overview

Detail	Amount
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Pupil premium funding allocation this academic year	£97,485
Recovery premium funding allocation this academic year	£4590
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£102,075



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Part A: Pupil premium strategy plan

Statement of intent

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.

Our strategy is 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.

Our barriers to learning for disadvantaged children, are 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 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.

Achieving these objectives:

- Ensuring all teaching in school is at least good ensuring that the quality of teaching experienced by all children is exceptional.
- Allocate a Teaching Assistant to each Year Group, to classes over 20 – providing small group work focussed on overcoming gaps in learning, delivering catch up and same day interventions (rapid response).
- All of our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Additional learning support.
- Supporting payment for activities, educational visits and residentials if needed. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Behaviour support.
- Pupil progress meetings and actions including interventions included.
- Pupil voice will highlight that children are enjoying school and are attending clubs and using our breakfast club offer.
- Parents will feel supported and believe that we are doing the best that we can for their children.



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Challenges

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

Challenge number	Detail of challenge
1	Outcomes and progress of pupils are significantly affected by their SEND need and home life. A significant percentage of our population live in some of the most deprived areas in the country.
2	A high % of children enter nursery below the age related expectations. Increased numbers of pupils with complex needs, including speech and language, social communication, poor working memory, attention difficulties, motor skills, social emotional and mental health.
3	The education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils failing further behind age-related expectations, especially in Maths.
4	Our attendance data over the last 3 years indicates that attendance among disadvantaged has been between 2.8% and 6.7% lower than for non-disadvantaged pupils.
5	Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with communication and language and phonics than their peers. This negatively impacts their development as readers and on the wider curriculum as reading is the key to learning.
6	Pupils have limited life skills and cultural experiences beyond their home life and the immediate community. Lack of support from home due to parent's academic ability and confidence.
7	2023-2024 - Attitudes to learning, levels of resilience and independence negatively impact PP children.

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.

Challenge Number Link	Intended outcome	Success criteria
1	Pupils access a wide range of interventions to meet their SEND needs, including speech and language. Update 2023-2024 In June 2023, SEND children integrated back into mainstream classes due to the success and impact of the Small Learning Community.	<ul style="list-style-type: none"> As their SEND needs are being addressed, PP pupils make expected progress or exceed their targets set in Reading, Writing & Maths. Pupils who previously attended the Small Learning Community will access the same learning as their peers with support to achieve the same intended outcome. Therefore children will make good progress in the core areas of learning.
1	Vulnerable pupils are well supported.	<ul style="list-style-type: none"> SLT and Mrs Tully support vulnerable pupils so that children feel safe and happy at school. They indicate that they enjoy school. Behaviour and attitudes are good. The Bungalow Project targets any vulnerable pupils who might need the extra support and intervention. Behaviour logs and concerns will have reduced the number of logs with concerns.



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		<ul style="list-style-type: none"> Links created with Headstart and CAHMS will reduce the load on social and emotional wellbeing in school and support children in becoming more resilient and readier for learning.
1	Support families in the community	<ul style="list-style-type: none"> Parents feel supported and raise any concerns with Mrs Tully (family support worker). Parents are sign posted to agencies which will ease any difficulties which may arise.
2	Language and communication in Early years improves.	<ul style="list-style-type: none"> Early identification enables children with speech and language difficulties the opportunity through programmes to make quick and accelerated progress.
3	Pupils make at least expected progress in reading, writing and maths.	<ul style="list-style-type: none"> Gap will close in progress made between PP and non-PP. Achieve national average progress scores in Reading, Writing and Maths. All pupil premium children will make good or outstanding progress. Teaching over time indicates that the gap is narrowing between PP and non-disadvantaged pupils. KS2 reading, writing and maths outcomes in 2023/24 will show that at least 78% of disadvantaged pupils will have met the expected standard.
4	PP attendance increases.	<p>Attendance of identified PP pupils increases and the gap between PP and non-PP narrows.</p> <p>Sustained high attendance from 2024/25 will be demonstrated by:</p> <ul style="list-style-type: none"> Whole school attendance will be no less than 96.5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%. The percentage of all pupils who are persistently absent being 92% and the figure among disadvantaged pupils being no more than 2% lower than their peers.
5	Use assessments more effectively to give disadvantaged pupils a broad and balanced bank of vocabulary to enhance communication and language.	<ul style="list-style-type: none"> Assessments, observations and discussions with pupils suggest disadvantaged pupils will be used to plan next steps and interventions – through pupil progress meetings and Rapid Response sessions. All children will receive interventions to support learning where gaps have been identified.
6	Improve life and cultural experiences.	<ul style="list-style-type: none"> All children experience a range of activities, both in and out of school to broaden cultural enrichment and provide an enjoyable and exciting curriculum. In September 2023, an Oracy Curriculum has been introduced across the school which includes sentence stems for every year group (including pre nursery).
7	Improved attitudes to learning.	<ul style="list-style-type: none"> Reduction of incidents reported on CPOMS. Pupil surveys reflect enjoyment in school and improved attitudes to learning. Social skills, independence, perseverance and team work are developed. Updated 2023-2024 Sustain high levels of wellbeing from 2022/23 will be demonstrated by: Qualitative data from pupil voice, parent and pupil surveys and teacher observations A significant increase in participation in enrichment activities, particularly among disadvantaged pupils Updated 2023-2024 Attendance data at clubs will show increase in commitment to learning Booster groups will attended at least 3 times per week. Parental attendance at parents evening.



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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: £ 31, 463.00

Activity	Evidence that supports this approach	Challenge number (s) addressed
TA support in YR, Y1, Y2, Y3, Y4 and Y6	High quality focus groups delivered in Maths and English sessions by teaching assistants.	1,2,3,5
CPD Ensure all teachers receive high quality CPD in relation to developing evidence-based teaching strategies and pedagogy. For example, development of the outdoor curriculum.	EEF rating: High impact Moderate cost. High evidence base. Evidence suggests that the impact is greater for more vulnerable students and the older learners and those in a wilderness setting and studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months progress There is also evidence of an impact on non-cognitive outcomes such as self-confidence.	1,2,6,7
Purchase of a DfE validated Systematic Synthetic Phonic programme to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils. Choosing a phonics teaching programme - GOV.UK (www.gov.uk) Phonics EEF (educationendowmentfoundation.org.uk) The evidence based DfE https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy Reflects the exact practice that our school aspires towards.	1,2,3,6
Vocabulary development		
We will fund teacher release time to share best practice within school.		
Purchase fully decodable matched books to accompany the new phonics scheme.		
Improve the quality of social and emotional (SEL) learning. (PSHCE) SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved attitudes, behaviour and relationships and improved academic performance.) EEF https://d2tic4wvo1iusb.cloudfront.net/eeef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf?v=1635355221	4

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



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Budgeted cost: £47, 267.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> Quality first teaching for all pupils. TA CPD is ongoing for Maths and English by leads Maths is high priority on school development plan. Pupil Progress meetings track progress of PP pupils and appropriate, timely interventions are put in place. 	<ul style="list-style-type: none"> EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. Training and supporting highly qualified teachers deliver targeted support. 	1,3,5,6
<p>Purchase web-based programs to be used in school at home.</p> <ul style="list-style-type: none"> Spelling Shed Lexia TTRS 	<p>EEF toolkit – parental engagement</p> <p>EEF guide to pupil premium – targeted academic support</p> <p>EEF – digital technology – clear evidence technology approaches are beneficia for writing and maths practice.</p>	1,3,5
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular daily sessions over the year.</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>Choosing a phonics teaching programme - GOV.UK (www.gov.uk)</p>	1,2, 5
<ul style="list-style-type: none"> HLTA delivers interventions 0.4 days a week to pupils identified as in need. TA's deliver interventions 0.5 days a week to pupils identified as in need. Learning Mentor/Family Support Worker Rapid Response takes place every LW daily catch up is completed daily and any Rapid Catch Up sessions take place on an afternoon. 	<p>EEF – oral language interventions consistently show positive impact on learning.</p> <ul style="list-style-type: none"> High quality small group interventions Specialists lead CPD sessions with individual pupils and staff. Proven interventions are used, with evidence supporting the development in social skills, speech and language, behaviour and mental health. EEF – social and emotional learning – improves interaction with others and self -management of emotions – impacts on attitudes to learning and social relationships in school, which increases progress in attainment. 	1,2
<p>Engaging with the National tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are higher attainers.</p>	<ul style="list-style-type: none"> Small group tuition is defined as one teacher or professional educator working with one to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress or to teach challenging topics or skills. – Achieved 2022-2023 	1,3,5,6



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	One to one tuition EEF (educationendowmentfoundation.org.uk) Small group tuition EEF (educationendowmentfoundation.org.uk)	
<p>To look into ELKAN principles throughout nursery to develop communication and oracy skills.</p> <p>Education Development Trust Training</p> <p>Early Years: Building on Success-Little Learners</p>	<p>The average impact of Oral language interventions is approximately an additional six months progress over the course of the year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language. Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.</p>	2,6

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

Budgeted cost: £ 23, 345.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> Full time/Part time Family Support Worker FSW contacts all new families as join, finds out needs and circumstances and offers support. Consent form filled in. Register of families and level of support required. PP families receive a weekly call off FSW and offers of support. Home visits Signposting for support HSLW attends TAF, CIN, CP meetings 	<p>Decrease in numbers of families in CIN, CP due to increase in families accessing early intervention from home school link worker.</p> <p>Dedicated person in the role, who builds a relationship where the parents trust them and feels they will listen to them and provides them with the support they require, leads to improved relationships with school and home lives for the whole family.</p> <p>EEF toolkit– Parental engagement</p> <p>FSW – Mrs Tully</p> <p>Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)</p>	2,3
<ul style="list-style-type: none"> Training and release time for staff to develop and implement new procedures. Office staff phones families at 9am if pupil not in school and offers support. FSW and HT will pick up child from home if required. FSW works closely with attendance officer from LA, pupils below 96% are identified and protocols followed. 	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Dedicated person who monitors attendance and who has a good relationship with parents is most effective at ensuring good pupil attendance.</p> <p>Attendance interventions rapid evidence assessment EEF (educationendowmentfoundation.org.uk)</p> <p>Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk)</p>	4
<ul style="list-style-type: none"> Cultural capital experiences promoted in the curriculum. Essential experiences built into curriculum planning Reduction in cost of trips for PP 	<p>Learning is contextualised in concrete experiences and language rich environments.</p> <p>Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.</p>	3,6



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<ul style="list-style-type: none"> Residential trip cost is greatly reduced for PP Sports events /afterschool clubs promoted to PP are encouraged to attend Outdoor learning encouraged 	<p>Pupil surveys reflect greater enjoyment and engagement in school.</p> <p>Enrichment activities offer children a context for learning and a stimulus to trigger their interest which can be evidenced in pupil books and data.</p> <p>EEF – sports participation increases educational engagement and attainment.</p> <p>EEF – outdoor adventure learning shows positive benefits on academic learning and self -confidence.</p> <p>Education Endowment Foundation EEF</p> <p>Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk)</p>	
<ul style="list-style-type: none"> Bungalow Project for wellbeing continue pastoral care/support 	<p>EEF – Wellbeing</p> <p>The EEF states that 'Improvements appear more likely when social and emotional approaches are embedded into routine educational practised and supported by professional development and training for staff.</p>	2,6
<ul style="list-style-type: none"> Attendance at before/after school clubs and booster classes. 	<p>The EEF states 'The evidence indicates that, on average, pupils make two additional months progress per year from extended school time and particular through the targeted use of before and after school programmes. There is some evidence that suggests disadvantaged pupils benefit more, making closer to three months additional progress</p>	1,3,4,6
<ul style="list-style-type: none"> Early identification of PP in EY with parental support in place 	<p>EEF report states that 'on average, early years interventions have an impact of five additional months progress and appear to be particularly beneficial for children from low income families.</p>	2,3

Total budgeted cost: £



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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 2023 academic year.

Challenge Number Link	Intended outcome	Evidence
1	<ul style="list-style-type: none"> Pupils access a wide range of interventions to meet their SEND needs, including speech and language. Update 2023-2024 In June 2023, SEND children integrated back into mainstream classes due to the success and impact of the Small Learning Community. <p>Success Criteria</p> <ul style="list-style-type: none"> As their SEND needs are being addressed, PP pupils make expected progress or exceed their targets set in Reading, Writing & Maths. Pupils who previously attended the Small Learning Community will access the same learning as their peers with support to achieve the same intended outcome. Therefore children will make good progress in the core areas of learning 	<p>2021-2022</p> <p>Tutoring Programme was used effectively with Year 1, Year 3 and Year 6 pupils in reading (2020-2022)</p> <p>Pre-teaching interventions provide opportunities to rehearse skills in advance, these are evidenced through Response sheets in classes.</p> <p>All vulnerable children offered a place during national lockdown January to March 8th 2021.</p> <p>Higher involvement with parents during lockdown.</p> <p>Impact of the NTP</p> <p>2022-2023</p> <p>Evidenced through the pupil progress meetings which are analysed termly and adapted to the needs of the individual</p> <p>Send plans were evaluated Autumn 2022 and now include historical interventions, to inform new learning strategies.</p> <p>SEND plans revised and accurately match the needs of individuals and their next steps in learning – more personalised.</p> <p>Same day intervention target gaps in learning from previous lessons – linked to basic skills in English and Maths. Evidenced through daily intervention sheets in classrooms.</p> <p>Provision Maps are updated termly and interventions were recorded.</p> <p>National Tutoring funding provided weekly opportunities for the disadvantaged pupils to receive targeted interventions from trained staff. This was well attended by all the disadvantaged pupils and the teachers reported good engagement.</p>
1	<p>Vulnerable pupils are well supported.</p> <p>Success Criteria</p> <ul style="list-style-type: none"> SLT and Mrs Tully support vulnerable pupils so that children feel safe and happy at school. They indicate that they enjoy school. Behaviour and attitudes are good. The Bungalow Project targets any vulnerable pupils who might need the extra support and intervention. <p>2023-2024</p>	<p>2021-2022</p> <p>The teacher and teaching assistants have worked effectively together to ensure the correct support and provision is provided. This is evidenced through provision maps and pupil progress meetings termly.</p> <p>Pupil questionnaires showed that pupils in school feel safe and know where and who they can access if they are worried. (Sept 2022)</p> <p>Bungalow project provides children with mental health support to be able to engage in learning. Evidenced through CPOMS and list of children receiving the support. CPOMS shows a decrease in the amount of entries linked the social and emotional challenges.</p> <p>2022-2023</p>



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	<ul style="list-style-type: none">Links created with Headstart and CAHMS will reduce the load on social and emotional wellbeing in school and support children in becoming more resilient and ready for learning.Behaviour logs and concerns will have reduced the number of logs with concerns	<p>Bungalow project continues to have a positive impact on the mental health of individuals, which then prepares the children for learning. Incidents on CPOMS have reduced. – Evidenced through CPOM entries and timetable of pupils.</p> <p>This is very successful throughout the school and targeted children work 1:1 with the therapist to target needs. Feedback and communication is positive between pupils, school and parents.</p> <p>In addition, we used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We will continue building on this approach in the next academic year. This will ensure that children will be able to talk about their strengths and deal with their emotions in a mature manner. They will develop resilience to deal with their emotions and different social situations.</p>																																																																			
1	<p>Support families in the community</p> <p>Success Criteria</p> <ul style="list-style-type: none">Parents feel supported and raise any concerns with Mrs Tully (family support worker). Parents are sign posted to agencies which will ease any difficulties which may arise.	<p>2021-2022</p> <p>We changed the way we delivered home learning during the second lockdown and this was proven to be successful, through the involvement of parents in learning.</p> <p>Teachers taught daily on zoom and video lessons were provided to support the children throughout their timetable during the school day.</p> <p>Learning at home matched the learning that would have been completed in school. Resources were delivered to home for children to complete the curriculum lessons.</p> <p>Vulnerable pupils were invited into school, evidenced through attendance data.</p> <p>HT and FSW worked effectively to monitor attendance and complete home visits.</p> <p>Evidenced through parent questionnaire where 100% of parents felt school support them and pupils.</p> <p>2022-2023</p> <p>Family support officer has built up excellent relationships with parents and pupils. These positive relationships enable school to signpost parents to the right support, internally and externally. Evidenced through CPOM entries from parent contact.</p>																																																																			
2	<p>Language and communication in Early years improves.</p> <p>Success Criteria</p> <ul style="list-style-type: none">Early identification enables children with speech and language difficulties the opportunity through programmes to make quick and accelerated progress.	<p>2022-2023</p> <p>In September 2022, we implemented a new phonics programme (Little Wandle). This has had a positive impact on these difficulties from Nursery and throughout the school. Reading data from Nursery shows progress from entry in all 7 areas of learning in Nursery with Communication and language showing the most progress.</p> <p>Outcomes 2022-2023</p> <p>Observations, book scrutinies and progress measures indicate much improved communication and language skills among disadvantaged pupils in early years with disadvantaged children making at least good progress</p> <table><tr><th colspan="7">NURSERY - Summer</th></tr><tr><th rowspan="2">AREA</th><th rowspan="2">No.</th><th rowspan="2">Early Learning Goal</th><th colspan="2">ATTAINMENT SUMMARY</th><th colspan="2">PROGRESS SUMMARY</th></tr><tr><th>ON TRACK+</th><th>AT+</th><th>Nurs Entry - Nurs Summer</th><th>PTS PROG</th></tr><tr><td>CL</td><td>1</td><td>Communication and Language</td><td>40%</td><td>30%</td><td>Out</td><td>4.59</td></tr><tr><td>PSE</td><td>2</td><td>Physical Development</td><td>60%</td><td>30%</td><td>Out</td><td>4.41</td></tr><tr><td>PD</td><td>3</td><td>Personal, Social and Emotional</td><td>45%</td><td>15%</td><td>Out</td><td>4.41</td></tr><tr><td>LIT</td><td>4</td><td>Literacy</td><td>35%</td><td>20%</td><td>Out</td><td>4.41</td></tr><tr><td>MAT</td><td>5</td><td>Mathematics</td><td>40%</td><td>25%</td><td>Out</td><td>4.88</td></tr><tr><td>WOR</td><td>6</td><td>Understanding the World</td><td>50%</td><td>30%</td><td>Out</td><td>4.29</td></tr><tr><td>EX</td><td>7</td><td>Expressive Arts and Design</td><td>45%</td><td>20%</td><td>Out</td><td>4.82</td></tr></table>	NURSERY - Summer							AREA	No.	Early Learning Goal	ATTAINMENT SUMMARY		PROGRESS SUMMARY		ON TRACK+	AT+	Nurs Entry - Nurs Summer	PTS PROG	CL	1	Communication and Language	40%	30%	Out	4.59	PSE	2	Physical Development	60%	30%	Out	4.41	PD	3	Personal, Social and Emotional	45%	15%	Out	4.41	LIT	4	Literacy	35%	20%	Out	4.41	MAT	5	Mathematics	40%	25%	Out	4.88	WOR	6	Understanding the World	50%	30%	Out	4.29	EX	7	Expressive Arts and Design	45%	20%	Out	4.82
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3	<p>Pupils make at least expected progress in phonics and maths.</p> <p>Success Criteria</p>	<p>2021-2022</p> <p>Year 1 pupils with low starting points in social and emotional development, physical development, phonics/reading and maths to be well supported to make strong progress.</p> <p>Phonics progress is strong throughout Reception and Year 1 and interventions are delivered effectively by the Reception and Year 1 teachers and teaching assistants.</p>																																																																			



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- Gap will close in progress made between PP and non-PP.
- Achieve national average progress scores in Phonics and Maths. All pupil premium children will make good or outstanding progress.
- Teaching over time indicates that the gap is narrowing between PP and non-disadvantaged pupils.
- KS2 reading, writing and maths outcomes in 2023/24 will show that at least 78% of disadvantaged pupils will have met the expected standard.

Pupils were identified on provision maps and interventions used to catch up and fill the gap.

Daily phonic catch up sessions are completed after assessments have been completed and data is thoroughly scrutinised and presented to teachers on a heatmap. See results for impact

Interventions take place daily evidenced through timetables.

CPD for staff on how to deliver successful interventions.

2022-2023

Phonics continues to be a strength in EYFS and KS1. Phonics is monitored regularly for fidelity and consistency across school. See results for impact

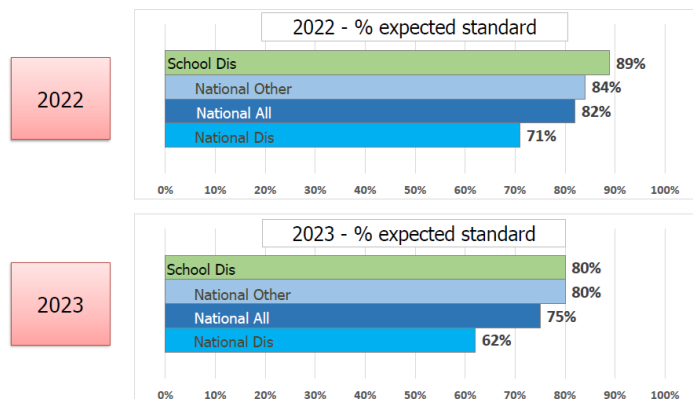
We bought into Little Wandle phonics scheme (Revised Letters and Sounds). All staff received training and all resources were bought. A Little Wandle action plan was created to show how the programme would be implemented into our school from September 2022.

The programme is having a positive impact on our attainment in phonics.

Phonics Screening 2017-2023 Trends - percentage the meeting expected standard

LINGFIELD Handale Primary	2017		2018		2019		2022		2023	
	No.	%	No.	%	No.	%	No.	%	No.	%
All Pupils	30	83%	34	85%	29	79%	24	96%	14	93%
Boys	16	75%	18	83%	17	82%	11	91%	11	91%
Girls	14	93%	16	88%	12	75%	13	100%	3	100%
Disadvantaged	8	63%	10	70%	17	65%	9	89%	5	80%
Other	22	91%	24	92%	12	100%	15	100%	9	100%
SEN	2		4	25%	6	50%	5	100%	2	100%
Non SEN	28	89%	30	93%	23	87%	19	95%	12	92%
EAL	1	100%	0		0		0		0	
Non EAL	29	83%	34	85%	29	79%	24	96%	14	93%

Phonics from 2023 shows only 1 PP child not achieving the expected standard.



2022 Y1 Phonics School Disadvantaged vs National 'Other' (Not Disadvantaged)

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, school performed better than NA showing a positive achievement gap of 4%.

National Disadvantaged is 71%.

2023 Y1 Phonics School Disadvantaged vs National 'Other' (Not Disadvantaged)

14 pupils – 5 disadvantaged pupils

80% of PP children achieved the expected outcome (1 child did not) This was in-line with National. Although significantly better than National disadvantaged of 62%

2022-2023

Our new maths scheme has been introduced to ensure that all pupils are given the opportunity to succeed – this is having a positive impact on attainment and progress.



Handale Primary School Pupil Premium Strategy Statement 2022-2024

		<p>Data from 2023 shows...</p> <ul style="list-style-type: none"> - 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 <p><u>2023 EYFS Reception School Disadvantaged vs National 'Other' (Not Disadvantaged)</u></p> <p>11% of pupils were disadvantaged-2pupils (1boysand1girls).</p> <p>100% of Disadvantaged pupils achieved the GLD.</p> <p>The performance of Disadvantaged pupils in school is better than 'Other' pupils Nationally</p> <p>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.</p> <p><u>2023 KS1 Reading School Disadvantaged vs National 'Other' (Not Disadvantaged)</u></p> <p>45% of pupils are Disadvantaged-10 pupils (5 boys and 5 girls).</p> <p>80% of Disadvantaged pupils achieved the expected standard compared to 78% of 'Other' pupils Nationally.</p> <p>Therefore, there is an achievement gap of 2%. National Disadvantaged is 62%.</p> <p>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.</p> <p><u>2023 KS1 Maths School Disadvantaged vs National 'Other' (Not Disadvantaged)</u></p> <p>45% of pupils are Disadvantaged - 10 pupils (5 boys and 5 girls).</p> <p>80% of Disadvantaged pupils achieved the expected standard compared to 79% of 'Other' pupils Nationally, therefore in-line with national other. National Disadvantaged is 62%.</p> <p>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.</p> <p><u>2023 KS2 RWM combined (EXP) School Disadvantaged vs National 'Other' (Not Dis)</u></p> <p>34% of pupils are Disadvantaged - 12 pupils (8 boys and 4 girls).</p> <p>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%.</p> <p>Disadvantaged pupils performance is similar or better than Disadvantaged pupils Nationally,</p> <p><u>2023 Reading School Disadvantaged vs National 'Other' (Not Disadvantaged)</u></p> <p>34% of pupils are Disadvantaged - 12 pupils (8 boys and 4 girls).</p> <p>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%.</p> <p>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.</p>
4	<p>PP attendance increases.</p> <p><u>Success Criteria</u></p>	<p>In 2020 – 2021 94.6% of disadvantaged pupils have been persistently absent compared to 94.7% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils.</p>



Handale Primary School Pupil Premium Strategy Statement 2022-2024

	<p>Attendance of identified PP pupils increases and the gap between PP and non-PP narrows.</p> <ul style="list-style-type: none"> Sustained high attendance from 2022/23 will be demonstrated by: non-disadvantaged peers being reduced by 2%. <p>The percentage of all pupils who are persistently absent being 92% and the figure among disadvantaged pupils being no more than 2% lower than their peers.</p> <p>Whole school attendance will be no less than 96.5%, and the attendance gap between disadvantaged pupils and others.</p>	<p>In 2021 – 2022 attendance was <u>94.7%</u> overall in school, with disadvantaged pupils being <u>94%</u>. Although persistence absence is higher in PP pupils than non-disadvantaged. A high % of PP children also have medical conditions for which they have more appointments to attend.</p> <p>In 2022 – 2023 attendance was <u>94.2%</u> overall in school, with disadvantaged pupils being <u>94.2%</u>. This was achieved through the high level of importance and challenge with parents through the effect use of Family Support Lead. Meetings and challenges are evidenced through minutes.</p> <p>CPOMs shows the challenge from school regarding absences and lates. Monitored through the Family support liaison officer in school.</p> <p>This gap is narrowing (2022-2023).</p>
5	<p>Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with communication and language and phonics than their peers. This negatively impacts their development as readers and on the wider curriculum as reading is the key to learning.</p> <p>Success Criteria</p> <ul style="list-style-type: none"> Updated 2023-2024 - Assessments, observations and discussions with pupils suggest disadvantaged pupils will be used to plan next steps and interventions – through pupil progress meetings and Rapid Response sessions. All children will receive interventions to support learning where gaps have been identified. 	<p>2022-2023</p> <p>Children received interventions, evidenced through pupil progress meetings and data.</p> <p>In addition, we used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We will continue building on this approach in the next academic year.</p>
6	<p>Improve life and cultural experiences.</p> <p>Success Criteria</p> <p>All children experience a range of activities, both in and out of school to broaden cultural enrichment and provide an enjoyable and exciting curriculum.</p>	<p>2022-2023</p> <p>During 2022/23 academic year, disadvantaged pupils were able to access all activities on offer throughout to school irrespective of social barriers. This included access for individual pupils to participate on educational visits and enrichment opportunities.</p> <p>All pupils have benefitted from exciting learning experiences, these have included cultural enrichment experiences within and outside the school day.</p> <p>These experiences have included –</p> <ul style="list-style-type: none"> ➤ Curriculum Inspired local walks e.g. woods, beach, town ➤ Each year group has been on a visit specifically linked to their curriculum such as Heugh battery museum ➤ All children have had the opportunity to participate in sporting activities with the local community, including competitive sports. ➤ Year 6 residential to London (city residential) ➤ Year ¾ Residential to Kingswood (outward bound)



Handale Primary School Pupil Premium Strategy Statement 2022-2024

		<ul style="list-style-type: none"> ➤ These experiences have been used to enhance the curriculum for the children and to help children to retain information. Pupil voice demonstrates that these experiences are a valuable part of the curriculum. ➤ Ambassadors visiting other schools and challenging Headteachers - pupil voice ➤ Year 6 pupils have roles in school which they are responsible for and lead on ➤ Visitors to school – local vicar, police, fire service ➤ Sports week, where children get the opportunity to try a range of different sports that are not available in the local community ➤ A wide range of after school clubs were attended by PP children (all invited) led by staff and external agencies e.g. boxercise, Boogie Bounce, Wheelie Wednesday, football, athletics etc
7	<p>Improved attitudes to learning.</p> <p>Success Criteria</p> <ul style="list-style-type: none"> • Reduction of incidents reported on CPOMS. • Pupil surveys reflect enjoyment in school and improved attitudes to learning. • Social skills, independence, perseverance and team work are developed. <p>Sustained high levels of wellbeing from 2022/23 will be demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from pupil voice, parent and pupil surveys and teacher observations • A significant increase in participation in enrichment activities, particularly among disadvantaged pupils <p>Updated 2023-2024</p> <ul style="list-style-type: none"> • Attendance data at clubs will show increase in commitment to learning • Booster groups will be attended at least 3 times per week. • Parental attendance at parents evening. 	<p>Children who have social and emotional difficulties in school are identified swiftly. They have access to early intervention to provide suitable support. School provides a positive and safe environment for these children.</p> <p>2021-2022</p> <p>FSW (Mrs Tully) works effectively with families and targeted individuals. Evidenced through CPOMS tab Parental Contact</p> <p>Edukit surveys were completed, analysed and support was put in place.</p> <p>Daily PSHE sessions took place during the school day after returning from the Spring Term lockdown.</p> <p>Teachers identified pupils who needed early intervention. This was timetabled in with Mrs Brodie, 2 days per week.</p> <p>2022-2023</p> <p>In Summer 2023, the PSHCE curriculum was redesigned to include the character curriculum and an updated progression of skills and knowledge.</p> <p>100% of Year 6 PP pupils attended booster classes from February – May 2023 at least 3 times per week for English and maths. Impact</p> <p>Teachers identified pupils who needed early intervention. This was timetabled in with Mrs Brodie, 2 days per week.</p> <p>Impact of interventions from external professionals and the impact the support has had has been evidenced through application to learning in classrooms and books.</p> <p>2023-2024</p> <p>Pupil Voice said that they felt safe in school and that staff understand and take their needs into account. (Questionnaire Sept 2023)</p>

Green – completed and achieved

Blue - update