



Giving children a flying start...

Pupil premium strategy statement

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.

School overview

Detail	Data
School name	Little Hill Primary School
Number of pupils in school	420
Proportion (%) of pupil premium eligible pupils	75 children 18%
Academic year/years that our current pupil premium strategy plan covers	2021-2022
Date this statement was published	December 2021
Date on which it will be reviewed	Throughout the year and finalised - September 2022
Statement authorised by	Vina Pankhania (Headteacher)
Pupil premium lead	Claire Worthington
Governor / Trustee lead	Lydnsay Poore

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (based on 47 children October 2020 census)	£63,215
Recovery premium funding allocation this academic year	£0
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	£63,215



Part A: Pupil premium strategy plan

Statement of intent

At Little Hill Primary School, we target the use of Pupil Premium funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers that may impact on their learning. We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data giving all children a flying start.

Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background supporting with uniform and milk.
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally.
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum.
- Develop confidence in their ability to communicate effectively in a wide range of contexts.
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Access a wide range of opportunities to develop their knowledge and understanding of the world through trips.

Challenges

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

Challenge number	Detail of challenge
1	Gaps in reading, phonics, writing and maths.
2	Vocabulary
3	Attendance and punctuality
4	Parental engagement



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
Attendance	Children's attendance is at least 96%
Year 1 Phonics	90% the children pass the Phonics Screening Check
KS1 Reading	Achieve in-line with or above National average by the end of KS1.
KS1 Maths	
KS1 Reading	
KS2 Reading, Writing and Maths (RWM) combined	Achieve in-line with or above National average by the end of KS2.
KS2 Reading	
KS2 Writing	
KS2 Maths	

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 - Budgeted cost: £16,080

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Specialist Reading and phonics coach teaching small groups.</p> <p>Focusing on phonics and the application to reading.</p>	<p>Oracy and reading comprehension programmes have strong efficacy. EEF toolkit identifies the following as significantly improving children's progress:</p> <ul style="list-style-type: none"> • Feedback + 8 months • Oracy + 5 months • Phonics + 4 months • EYFS Support + 5 months <p>Percentages of PP pupils with low levels of literacy attainment</p> <p>Literacy difficulties including SEN (27% on SEND register)</p> <p>The school's approaches to reading and reading project support all of these approaches.</p> <p>Impact analysis shows QFT and teacher led catch up sessions impact on progress.</p> <p>Formal classroom trials of Connectors show children's reading age leaping forward by an average of 9.1 months in just 12 weeks.</p>	1 and 2
<p>Management time for Pupil Premium Lead to support class teachers with their provision and to oversee the whole school provision.</p> <p>Developing whole staff training in conjunction with curriculum leads to ensure Pupil Premium children are receiving above and beyond to close the academic gap.</p>	<p>Analysis of barriers to learning, pupil and parent voice and staff consultation. Views of additional stake holders and community members.</p> <p>Former Pupil Premium Champion Sir John Dunford recommends schools adopt high-impact strategies for maintaining the momentum of school improvement.</p> <ul style="list-style-type: none"> • An ethos of attainment for all pupils – high aspirations and expectations for all. • An unerring focus on high-quality teaching. • Complete, 100 per cent buy-in from all staff, with all staff conveying positive and aspirational messages to disadvantaged pupils. <p>These are also identified in the EEF toolkit.</p> <ul style="list-style-type: none"> • Metacognition + 7 months 	1, 2, 3, 4

Targeted academic support - Budgeted cost: £28,941

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pupil Premium LSA 3 days a week to support children through 1-1 reading, reading intervention groups and Maths intervention.</p> <p>Using reading intervention scheme and Number stacks maths to ensure the connection between the visual and written maths calculations.</p>	<p>Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress, or those who have been disproportionately impacted by the effects of the pandemic. ... provide targeted academic support, such as linking structured small group interventions to classroom teaching and the curriculum, is likely to be an essential ingredient of an effective pupil premium strategy. EEF</p>	1, 2, 3
<p>Year 6 booster sessions Reading, Writing and Maths.</p> <p>Supporting children with identified missing gaps in learning through rigorous assessment and teacher knowledge of the pupils</p>		1,2
<p>Maths specialist to support children in small groups teaching through gap analysis.</p>	<p>As a school we believe that QFT is crucial must come first if we are to have a significant impact on pupils' progress. Percentages of pupils with low maths attainment. SLT emphasised the importance of developing mastery teaching, reasoning and metacognitive approaches.</p> <p>These are also identified in the EEF toolkit.</p> <ul style="list-style-type: none"> •Mastery Learning + 5 months •Metacognition + 7 months •Collaborative Learning + 5 months <p>Pre-teaching, over learning and impact sessions have been effective and simple interventions for mathematics in our school: 'The one teaching intervention that could most benefit a range of pupils, including EAL and SEN, is – according to Daniel Sobel – the use of pre-learning and over-learning.' Pupil premium update June 2018</p>	1,2

Wider strategies - Budgeted cost: £18,194

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pupil Premium LSA 1-1 child SEMH check ins.</p> <p>Children identified by the wellbeing team to be supported weekly by a familiar/safe adult. Time to talk about school and/or home.</p>	<p>Children who have additional needs associated with Social, Emotional and Mental Health need extra support to ensure they can access the curriculum</p>	1, 3
<p>ELSA</p> <p>Our qualified ELSA to work with children identified by the wellbeing team to be supported through interventions around anxiety, separation anxiety, loss and bereavement, friendships, emotions, managing strong feelings, nurture groups, thinking skills, self-esteem and social skills. Each child's support is tailored to them.</p>	<p>There will be a full time ELSA half paid for PP children after analysing the demographics of our current PP children. Some PP children have identified SEMH needs. 20% of disadvantaged pupils have required additional support for wellbeing and mental health needs.</p> <p>DFE reports that working in small groups to develop social and emotional skills will support pupil's engagement in learning.</p> <p>The school's support for SEMH work has reduced the number of incidents in school.</p> <p>Outside agency recognition and Parental, response shows the school does well in establishing ethos and supporting mental health and wellbeing.</p> <p>Progress measures evident when this has been used.</p>	1, 2, 3, 4
<p>Uniform - Different uniform packages are available to the children including different items of uniform e.g. coat. Supporting children to feel part of the school through what they wear.</p>	<p>Supporting families during the turbulent economic time of the pandemic and encouraging new starters parent to apply.</p>	1, 2, 3, 4
<p>Milk</p> <p>Milk is offered to children and is delivered fresh daily to school.</p>	<p>Children's access to milk has been debated in the Commons and the Minister for Vulnerable Children and Families has stated that 'Cow's milk contains micronutrients, such as calcium and vitamins B3, B12 and B2, that reduce the risk of tooth decay, bleeding gums and mouth sores.' Milk also is a good source of protein which is proven scientifically to increase brain function.</p>	1, 2, 3, 4

<p>Trips and clubs</p> <p>50% of trips cost is covered and payment plans are organised to support families to enable children to attend the different opportunities.</p>	<p>A proportion of our Pupil premium children are experiencing social deprivation and some have social care involvement.</p> <p>We believe that the more opportunities a child has to access activities and experiences that are not generally available to them, the higher their aspirations will be.</p> <p>The Sutton Trust toolkit identifies Arts participation, outdoor learning and sports participation as having positive effects on pupil outcomes.</p>	<p>1, 2, 3, 4</p>
<p>Contact with families to support attendance.</p> <p>Attendance team meets regularly to discuss attendance and support to increase attendance of children/families.</p>	<p>Pupil Premium lead to coordinate support for families in conjunction with the Headteacher, ELSA and SENDCo. Support given last year increased parent engagement and having one point of contact at school especially if they have a number of children.</p> <p>Working with families is very much part of Little Hill culture, informing our School improvement and emulated by other schools. Proportions of pupils with emotional regulation difficulties and a rise in ADHD being identified.</p> <p>Some of our most vulnerable families are effected by mental health difficulties or illness. Many have requested support with dealing with behavioural challenges.</p> <p>Research shows that good attendance supports pupils in their learning. If pupils arrive to school on time and ready to learn they will make progress and this will improve outcomes.</p> <p>Monitor the % of Pupil Premium who have low attendance.</p> <p>We can't improve outcomes for children if they are not attending school regularly. The work already done in supporting families has been shown to have improved attendance in the school for some key pupils as well as improving overall attendance.</p>	<p>3, 4</p>

Total budgeted cost: £63,215