

Pupil premium strategy statement – Little Hill 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
Number of pupils in school	407
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/24 – 2026/27
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Vina Pankhania (Headteacher)
Pupil premium lead	Sam Williams (Deputy Headteacher)
Governor / Trustee lead	Natalie Austin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£107,670
Recovery premium funding allocation this academic year	£10,730
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
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£118,400

Part A: Pupil premium strategy plan

Statement of intent

At Little Hill, we strive to ensure that all pupils achieve the best possible progress and attainment regardless of their background and wider challenges. Our Pupil Premium Strategy is personalised to our pupils to ensure they receive targeted support, dedicated to achieving this goal. It is pivotal that our programme enables all pupils to fulfil their full potential, extending progress for all learners including currently high attaining pupils. We also take into consideration the challenges that our vulnerable pupils may be facing including those who have a social worker or who may be a young carer. This is to ensure the best outcomes for these pupils whether they are disadvantaged or not and essential to support their individual needs.

We focus our support on the areas that our disadvantaged pupils require the most support, with quality first teaching at the very heart of this approach. This strategy underpins our values at Little Hill, to consistently demonstrate a high impact on closing the disadvantage attainment gap alongside having impact on our non-disadvantaged pupils. We carefully monitor this progress so that the attainment of disadvantaged pupils' attainment will be accelerated and sustained alongside securing the best possible progress for their non-disadvantaged peers.

Alongside academic support, we ensure that those pupils who have social, emotional, and mental health needs have access to high quality provision and support from appropriately trained adults and that their families are also supported to ensure a strong partnership between home and school.

The range of approaches we employ at Little Hill, helps all our pupils excel. Our wide-ranging strategies are cumulative and complementary, designed to build on pupils' prior learning to ensure learning is robustly secured. Our chosen strategies are research based (for example, using evidence from the Education Endowment Foundation - EEF).

As a school, we have examined the barriers for our pupils and developed a programme of support and intervention to address this over the next 3 years.

To ensure they are effective we will:

- demonstrate a whole school commitment and ethos from all staff to raising disadvantage pupils' outcomes with the highest expectations for their achievement;
- act early to intervene when a need is identified, monitoring progress half-termly and adjusting programmes accordingly to maximise their success;

- ensure highly effective ongoing support for our pupils' emotional health and wellbeing, delivered through a layered approach in the curriculum and through dedicated intervention support through our ELSA service;
- ensure work set for disadvantaged pupils is consistently challenging, well-matched to pupils' needs with regular retrieval and recall opportunities to secure new learning;
- To ensure high quality teaching gives pupils an awareness of further education and opportunities available to them beyond school in order to raise their future aspirations.
- Develop confidence in their ability to communicate effectively in a wide range of contexts.
- 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	Attainment and knowledge gaps are evident between disadvantaged and non-disadvantaged pupils (this is particularly the case in Key Stage 2 across reading, writing and maths).
2	Under-developed oral language, vocabulary and communication skills are affecting the development of reading, particularly comprehension and writing composition.
3	Cultural Capital: economic and social barriers to access 'the whole school offer'.
4	A proportion of pupils, through our wellbeing tracking system, have been identified as having barriers within circumstances surrounding their social, emotional, mental and physical health.

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 our pupil premium and National Tutoring Program funding has a high impact, accelerating progress for targeted pupils.	<ul style="list-style-type: none"> • To ensure all pupil premium students (alongside the National Tutoring Program) are at least on-track for their previously targeted trajectory. • KS2 reading, writing and maths outcomes in 2023/24 show that our disadvantage pupils achieve an attainment that is at least in-line with national expectations. • First quality teaching and assessment for learning will enable gaps in learning to be addressed swiftly for our disadvantaged pupils. • Ongoing monitoring ensures adjustments are made pro-actively to intervention to ensure learning is accelerated.
For our disadvantaged pupils to access language, vocabulary and oracy skills in-line with age-related expectations, as set out in our school curriculum.	<ul style="list-style-type: none"> • Strong focus on encouraging children to answer questions in full sentences, rather than single words or phrase like answers. Children will receive support with sentence frames and modelled examples. • Use of Reading Coaches in EYFS and Key Stage 1 to develop fluent reading and secure comprehension skills. • Staff to use a retrieval toolkit allowing for a range of recall strategies to be used. • Pre-teaching to be used where appropriate. • Vocabulary to be displayed within learning environments. • Additional tutoring sessions to be made available to children.
Allow all children to access the whole school offer by using given funding to support economic and social barriers.	<ul style="list-style-type: none"> • Have a wide-range of clubs on offer and ensure that the percentage of disadvantaged pupils accessing clubs is at least in-line with the total proportion of disadvantaged pupils.

	<ul style="list-style-type: none"> • Ensure all club, trip, residential and enrichment fees are reduced by 50%. Payment plans are to be made available including small weekly instalments. • Provide necessary equipment and resources to those in need (e.g. uniform, coats, milk etc.) • To provide a free breakfast to all disadvantaged pupils.
Reduce barriers for disadvantaged pupils surrounding their social, emotional, mental and physical health further facilitating their educational achievements.	<ul style="list-style-type: none"> • 'Meet and greet' in place for a number of disadvantaged pupils. • Milk and snacks are given. • Pupils demonstrate a positive mental health, they are able to readily seek and access help when needed from the school's layered support provision. • the impact of the revised PSHE curriculum (Jigsaw) to support pupils' healthy adoption of positive mental health strategies; • Evaluation of in-class PSHE lessons by the curriculum leader shows a high impact on ongoing pupil wellbeing; • ELSA and Family Support Worker support evaluations show a high impact on pupil and family wellbeing.

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: £38,242

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To continue to embed and monitor the whole-school PSHE programme focused on improving pupils' mental health and wellbeing with layered support for emotional and mental health needs.</p> <p>Coaching for new staff in:</p> <ul style="list-style-type: none"> Using the materials and resources to deliver high quality sessions. Supporting mental health needs in class and making referrals to in-school ELSA service. 	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers).</p> <p>The EEF guidance document on improving social and emotional learning in primary schools recommends 6 key actions for schools to take, which we have considered as part of our strategy.</p> <ol style="list-style-type: none"> 1. Teach SEL skills explicitly. 2. Integrate and model SEL skills through everyday teaching. 3. Plan carefully for adopting a SEL programme. 4. Use a SAFE curriculum: Sequential, Active, Focused, Explicit. 5. Reinforce SEL skills through whole school ethos and activities. 6. Plan, support and monitor SEL implementation. 	1, 2, 3, 4
<p>Retrieval practice reviewed and embedded across all curriculum subjects to boost working memory and provide dedicated opportunities for pupils to secure, reinforce and recall</p>	<p>The EEF research review document: 'Cognitive Science approaches in the classroom: A review of the evidence' (July 2021) discusses the application of cognitive science approaches such as retrieval practice can have a potentially strong impact on rates of learning.</p>	1, 2

knowledge Training for staff in developing retrieval tasks to frequently test knowledge retention in a variety of ways to secure knowledge retention.	The EEF review summary stated that the positive impact of retrieval studies, good theoretical practice and low-cost implementation of low stakes testing and quizzing make this a promising classroom approach.	
<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
Recruit support staff to provide targeted support to identified disadvantage pupils, with significant SEMH needs.	<p>EEF research within ‘Making best use of Teaching Assistants’ states that:</p> <p>Use TAs to help pupils develop independent learning skills and manage their own learning.</p> <ul style="list-style-type: none"> • Research has shown that improving the nature and quality of TAs’ talk to pupils can support the development of independent learning skills, which are associated with improved learning outcomes. TAs should, for example, be trained to avoid prioritising task completion and instead concentrate on helping pupils develop ownership of tasks. TAs should aim to give pupils the least amount of help first. They should allow sufficient wait time, so pupils can respond to a question or attempt the stage 	1, 2, 3, 4

	of a task independently. TAs should intervene appropriately when pupils demonstrate they are unable to proceed.	
<p>To allocate CPD time across the year in training staff in the concept of 'The Extended Mind'.</p> <p>(from the books 'The Extend Mind' by Annie Murphy Paul and then 'The Extended Mind in Action' by Emma Turner, David Goodwin and Oliver Caviglioli).</p>	<p>Cognitive science shows that children's working memory capacity can be greatly supported in a number of ways. Mainly though:</p> <ul style="list-style-type: none"> - Adding gestures (using your body to think) - Situating your cognition (using your surroundings to think) - Distributing your cognition (using other people to think) 	1, 2, 3, 4

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

Budgeted cost: £38,242

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specialist Reading and phonics coach teaching small groups focusing on phonics and the application to reading.	<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 SEND</p> <p>The school's approaches to reading and reading project support all of these approaches.</p>	1 and 2

	<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>	
<p>Colour semantics intervention.</p> <p>Dyslexia Gold intervention.</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, 4
<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> <p>Additional targeted speech and Language intervention.</p>		
<p>Tutoring sessions to take place after school from our teachers.</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, 3, 4

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

Budgeted cost: £41,916

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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, 4
<p>Family Support Worker</p> <p>Our Family Support Worker (with a background in Early Help) will work with identified families and children to support with safeguarding concerns as well as someone who helps families in need of practical or emotional support, particularly when difficulties arise around parenting and the wellbeing of children.</p>	<p>EEF's 4 recommendations around 'Working with parents to support children's learning'.</p> <ol style="list-style-type: none"> 1) Review how you work with parents 2) Provide practical strategies to support learning at home 3) Tailor school communications to encourage positive dialogue about learning. 4) Offer more sustained and intensive support where needed. 	1, 2, 3, 4
<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.</p> <p>Some PP children have identified SEMH needs. A proportion 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>	1, 2, 3, 4

	Progress measures evident when this has been used.	
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.	Supporting families during the turbulent economic time of the pandemic and encouraging new starters parent to apply.	1, 2, 3, 4
Milk Milk is offered to children and is delivered fresh daily to school.	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.	1, 2, 3, 4
Trips and clubs 50% of trips cost is covered and payment plans are organised to support families to enable children to attend the different opportunities.	A proportion of our Pupil premium children are experiencing social deprivation and some have social care involvement. 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. The Sutton Trust toolkit identifies Arts participation, outdoor learning and sports participation as having positive effects on pupil outcomes.	1, 2, 3, 4
Contact with families to support attendance. Attendance team meets regularly to discuss attendance and support to increase attendance of children/families.	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. 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. Some of our most vulnerable families are effected by mental health difficulties or illness. Many have requested support with dealing with behavioural challenges.	3, 4

	<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.</p> <p>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>	
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Total budgeted cost: £118,400

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Reviewing our internal assessments and end of year summative tests, the performance of disadvantaged pupils:

Year 6: 22% of the year group were identified as Disadvantaged. They had booster sessions in Reading, Writing and Maths. This supported children with identified missing gaps in learning through rigorous assessment and teacher knowledge of the pupils.

YEAR 6 (2022-23)	Reading		Writing		Maths		Combined		Science
	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+
School: All	71%	27%	73%	5%	68%	19%	59%	2%	86%
KS2 National: All	73%	29%	71%	13%	73%	24%	59%	8%	80%
School: Dis	54%	15%	62%	0%	62%	0%	38%	0%	77%
KS2 National: Dis	60%		58%		59%		44%	3%	
School: Non Dis	76%	30%	76%	7%	70%	0%	65%	2%	89%
KS2 National: Non Dis	78%		77%		79%		66%	10%	

Disadvantaged pupils achieved above the national average in both writing (moderated by LA) and maths. However, it was below the national average in reading and combined.

At the end of last academic year, across the school, the percentage of pupil premium students working below the expected standard across individual subjects is a significant priority.

Expected (or above) in reading	53%
Greater depth in reading	8%
Expected in (or above) writing	34%
Greater depth in Writing	1%
Expected in (or above) maths	46%
Greater depth in Maths	1%

However, these figures have been heavily impacted by the fact that 31% of the Disadvantaged children in this whole-school cohort also had SEND.

The attendance team met regularly to discuss attendance and supported children/families to increase attendance through regular contact. Overall attendance was better than the previous year; support was put in place for the particular families. Further support is planned and persistent absence will be targeted next year through the new role of the Family Support Worker. Pupil premium attendance (93%) is now broadly in-line with the rest of the school (95.6%). A specialist reading and phonics coach taught small groups focusing on phonics and the application to reading. The impact of this support was that children had accelerated learning passing the phonics check and moved up reading bands.

Identified members of support staff also developed relationships with identified children and supported them with 1-1 child SEMH check ins. Children were identified by the wellbeing team and then supported weekly by this familiar/safe adult enabling them time to talk about school and/or home. Our qualified ELSA worked with children identified again by the wellbeing team that needed targeted support 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 was tailored to them and their identified need. Through learning walks and conversations with teachers and parents, children are making progress with their use of more precise language when speaking. Where children have a SEMH need, they can still struggle to verbalise feelings so further work is being conducted here by the school ELSA.

All children received a uniform package free of charge. Phone calls were made to each family to ensure that they accessed the available support: uniform, clubs support, toast in the morning, milk, trip support. Parents have been referred to other support available through the council to alleviate the struggle with rising costs.

Every child in receipt of pupil premium funding was tracked individually in terms of not only attainment, but also what other levels of support they were receiving (e.g. trips, experiences, clubs, food support etc.).

Next steps:

- Appointment and integration of the Family Support Worker and monitor the effectiveness of this role in terms of the Pupil Premium strategy.

- Dedicated fortnightly meetings to take place to discuss targeted individuals and the support they are receiving and its effectiveness (in terms of safeguarding, pupil support and attendance).

- Increase the number of pupils achieve the age related standard and better.

Externally provided programmes

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

Programme	Provider