

Pupil premium strategy statement – Caroline Haslett Primary School

Pupil premium strategy statement

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Caroline Haslett Primary School
Number of pupils in school	419
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 2022/2023 2023/2024
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Paul Quinton Headteacher
Pupil premium lead	Charlotte Cooper
Governor / Trustee lead	tbc

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£129, 276
Recovery premium funding allocation this academic year	£
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</i>	£-

<p><i>2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i></p>	
<p>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></p>	<p>£129, 276</p>

Part A: Pupil premium strategy plan

Statement of intent

All members of staff and governors at Caroline Haslett School accept responsibility for disadvantaged pupils and are committed to meeting their pastoral, social and academic needs within the school environment. We are committed to diminishing the gap between vulnerable pupils and their peers. The pupil premium grant forms a vital part of this process. Our intention is that all pupils, regardless of their background, or the challenges they face, make good or better progress and achieve their full potential across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils, including those who are high attainers, to achieve that goal.

We are an inclusive school and quality first teaching is at the heart of our approach. This is proven to have the greatest impact on closing the disadvantaged attainment gap, and will also benefit the non-disadvantaged pupils in our school, as well as the intention that disadvantaged pupils will achieve as well academically as their non-disadvantaged peers. We also consider other factors which could affect their development as a whole, such as their self esteem and their future aspirations.

We will consider the range of challenges faced by disadvantaged pupils, and identify strategies to overcome these, so they do not become a barrier to success.

Our approach is based on a clear understanding of the needs of our pupils, the strategies that have the greatest impact and a cycle of assessment. This allows us to reflect, review and change our approach accordingly.

To ensure strategies are effective, we will:

- ensure disadvantaged pupils are challenged in the work that they are set;
- respond in a timely manner to intervene when need is identified;
- adopt a whole school approach where staff take responsibility for disadvantaged pupils' outcomes;
- have high expectations of achievement.

Challenges

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

Challenge number	Detail of challenge
1	<p>Data analysis, book scrutinies PM Benchmarking results this academic year shows that in all year groups more disadvantaged pupils are working below age related expectations in reading than their non-disadvantaged peers.</p> <p>July 2023:</p> <p>Current Year 1 (previously FS): -39% difference between between pp and non-pp not working at age related expectations.</p> <p>Year 2 (previously Y1): -41% difference between between pp and non-pp not working at age related expectations.</p> <p>Year 3 (previously Y2): -6% difference between between pp and non-pp not working at age related expectations.</p> <p>Year 4 (previously Y3): -13% difference between between pp and non-pp not working at age related expectations.</p> <p>Year 5 (previously Y4): -10% difference between between pp and non-pp not working at age related expectations.</p> <p>Year 6 (previously Y5): -4% difference between between pp and non-pp not working at age related expectations.</p>
2	<p>Data analysis and book scrutinies this academic year shows that in years 1, 2, 4, 5 and 6 more disadvantaged pupils are working below age related expectations in maths than their non-disadvantaged peers.</p> <p>July 2023:</p> <p>Current Year 1 (previously FS): -35% difference between between pp and non-pp not working at age related expectations.</p> <p>Year 2 (previously Y1): -51% difference between between pp and non-pp not working at age related expectations.</p> <p>Year 4 (previously Y3): -9% difference between between pp and non-pp not working at age related expectations.</p> <p>Year 5 (previously Y4): -44% difference between between pp and non-pp not working at age related expectations.</p> <p>Year 6 (previously Y5): -24% difference between between pp and non-pp not working at age related expectations.</p>

3	<p>Data analysis and book scrutinies this academic year shows that in years 1, 2, 4, 5 and 6 more disadvantaged pupils are working below age related expectations in writing than their non-disadvantaged peers.</p> <p>July 2023:</p> <p>Current Year 1 (previously FS): -21% difference between between pp and non-pp not working at age related expectations.</p> <p>Year 2 (previously Y1): -35% difference between between pp and non-pp not working at age related expectations.</p> <p>Year 4 (previously Y3): -11% difference between between pp and non-pp not working at age related expectations.</p> <p>Year 5 (previously Y4): -42% difference between between pp and non-pp not working at age related expectations.</p> <p>Year 6 (previously Y5): -4% difference between between pp and non-pp not working at age related expectations.</p>
4	<p>Attendance data for this academic year shows that attendance for disadvantaged pupils is lower than their non-disadvantaged peers. A large % of the disadvantaged pupils have persistent absence [less than 90% attendance]. Discussions with teachers, and data analysis, show that poor attendance is having an impact on the progress of attainment of disadvantaged children.</p>
5	<p>Observations, and discussions with pupils and parents, indicate the education and wellbeing of many of our disadvantaged pupils have continued to have been negatively impacted by partial school closures to a greater extent than for non-disadvantaged pupils. These figures are supported by national studies. We have identified social and emotional issues for many pupils, along with a lack of enrichment opportunities within their wider lives. These challenges particularly affect disadvantaged pupils, including their attainment.</p>

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
1. To accelerate progress in order to raise attainment in reading for all disadvantaged pupils, so that they are achieving in line with their non disadvantaged peers, and to sustain this	July 2023 data to show that disadvantaged pupils made more than average progress in reading in order to narrow the attainment gap. This to be sustained for 2023-24.
2. To accelerate progress in order to raise attainment in maths for all disadvantaged pupils, so that they are achieving in line with	July 2023 data to show that disadvantaged pupils made more than average progress in

their non disadvantaged peers, and to sustain this	reading in order to narrow the attainment gap. This to be sustained for 2023-24.
3. To accelerate progress in order to raise attainment in writing for all disadvantaged pupils, so that they are achieving in line with their non disadvantaged peers, and to sustain this	July 2023 data to show that disadvantaged pupils made more than average progress in reading in order to narrow the attainment gap. This to be sustained for 2023-24.
4. To achieve and sustain improved attendance for disadvantaged pupils so that it is more in line with their non disadvantaged peers	Attendance data to show sustained high attendance for disadvantaged children - above 93% - therefore reducing the attendance gap between the disadvantaged and non disadvantaged pupils.

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: £70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Releasing English faculty and Maths subject lead to plan and deliver high quality staff CPD for teachers and TAs. This will also include time to deliver training to parents	The EEF guide to the pupil premium states that spending on developing high quality teaching, including investing in training and support for early career teachers, ensures “an effective teacher is in front of every class and that every teacher is supported to keep improving. This is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending.” Quality first teaching is known to be the most important factor to improve outcomes for disadvantaged pupils. Using the pupil premium to improve the quality of teaching benefits all students and has a particularly positive effect on children eligible for the pupil premium. Supporting the Attainment of Disadvantaged Pupils [Sharp, Macleod, Bernardinelli NFER 2015] states: <i>For the poor pupils the difference between a good teacher and</i>	1, 2, 3

	<i>a bad teacher is a whole year's learning.</i>	
<p>Developing knowledge of how to create a reading for pleasure culture in classroom. English faculty to lead staff (teachers and TAs) inset into creating a reading for pleasure culture through:</p> <ul style="list-style-type: none"> • Planning effective guided reading session • Setting up engaging reading corners • Ensuring children are exposed to a range of reading materials incorporating the elements 'the 5 plagues of reading' Purchase of reading books linked to the Letters and Sounds phonic phases. <p>Disadvantaged pupils who do not read at home, to read regularly each week with an adult.</p>	<p>The 2019 Ofsted report found that rigorous approaches to teaching a reading developed children's enjoyment and that children read widely and often (Ofsted 2019).</p> <p>The National Literacy Trust state: <i>reading for enjoyment is vital to a child's development and future success in life. Children who enjoy reading are three times more likely to read above the level expected for their age than children who don't enjoy reading. As well as this, children who are good readers are three times more likely to have higher mental wellbeing than their peers with below expected reading skills.</i></p> <p>Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011).</p> <p>Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status (OECD, 2002). 1 7</p>	1
<p>Further embed a sound understanding of the teaching of maths mastery across the school Develop the knowledge of how to improve fluency, reasoning and problem solving in maths. This will include time for the maths lead to plan. Maths lead to lead maths (teachers and TAs) inset on maths mastery. Teachers in EYFS and KS1 to receive mastery and number training. Purchase of resources to support the delivery of the mastery curriculum. Purchase of TTRockstars/ Numbots, maths.co.uk, White</p>	<p>The EEF Teaching and Learning Toolkit states:</p> <p><i>The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year. Mastery learning approaches aim to ensure that [with support] all pupils have mastered key concepts before moving on to the next topic – in contrast with traditional teaching methods in which pupils may be left behind, with gaps of misunderstanding widening.</i></p> <p>Surveys in England suggest that pupils from disadvantaged back-grounds are less likely to have a quiet working space, are less likely to have access to a device suitable for learning or a stable internet connection and may receive less parental support to complete homework and develop effective learning habits. These difficulties may increase the gap in attainment for</p>	2

<p>Rose Premium, Maths Mastery and resources and other concrete resources e.g rekenreks. Paying staff to run a lunchtime homework club to target disadvantaged pupils who may need extra support/resources and a quiet place to complete their homework.</p>	<p>disad-vantaged pupils. Homework clubs can help to overcome these barriers by offering pupils the resources and support needed to undertake homework or revision.</p>	
<p>To further develop teachers' and TAs' understanding of grammar and punctuation in order to be able to plan and deliver effective teaching of the skills of writing. English faculty to deliver training on grammar and punctuation. To train staff on the specific teaching of vocabulary and the introduction of a class vocabulary book. Paying staff to run a lunchtime homework club to target disadvantaged pupils who may need extra support/resources and a quiet place to complete their homework. Purchase of spag.com</p>	<p>Studies show children with larger vocabularies achieve more academically and display better behaviour. However, by the end of the Early Years Foundation Stage (EYFS) a third of disadvantaged children have speech, language and communication delays compared with one sixth of their peers.</p> <p>The EEF Teaching and Learning Toolkit states: There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.</p>	<p>3</p>

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

Budgeted cost: £45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Tutoring to target disadvantaged children working below age expectation in Reading:</p> <ul style="list-style-type: none"> • Small group structured interventions in reading 	<p>The EEF guide to the pupil premium states that 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</p>	<p>1</p>

<p>by a qualified teacher in the afternoons</p> <ul style="list-style-type: none"> • Before and after school booster sessions in reading (1:1 and small group) • SEN TA to work with disadvantaged SEN children 	<p>effects of the pandemic. It states this is likely to be an essential ingredient of an effective pupil premium strategy.</p> <p>The EEF Toolkit states:</p> <p><i>Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one to one tuition. Low attaining pupils are particularly likely to benefit.</i></p>	
<p>Tutoring to target disadvantaged children working below age expectation in Maths:</p> <ul style="list-style-type: none"> • Small group structured interventions in maths by a qualified teacher in the afternoons • Before and after school booster sessions in maths (1:1 and small group) • SEN TA to work with disadvantaged SEN children 	<p>The EEF guide to the pupil premium states that 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. It states this is likely to be an essential ingredient of an effective pupil premium strategy.</p> <p>The EEF Toolkit states:</p> <p><i>Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one to one tuition. Low attaining pupils are particularly likely to benefit.</i></p>	2
<p>Tutoring to target disadvantaged children working below age expectation in Writing:</p> <ul style="list-style-type: none"> • Small group structured interventions in writing by a qualified teacher in the afternoons • SEN TA to work with disadvantaged SEN children 	<p>The EEF guide to the pupil premium states that 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. It states this is likely to be an essential ingredient of an effective pupil premium strategy.</p> <p>The EEF Toolkit states:</p> <p><i>Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one to one tuition. Low attaining pupils are particularly likely to benefit.</i></p>	3

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Pupil premium lead to track and monitor the overall support to disadvantaged pupils and ensure that this is having a positive impact on their academic achievement and their wellbeing. This will be done through lesson observations, discussions with pupils, book/planning scrutinies and relevant data analysis. This also includes analysing attendance data.</p> <p>Supply cover needed to release PP lead to fulfil this role.</p> <p>Disadvantaged faculty to deliver training to TAs and teachers on strategies to reduce the attainment gap for disadvantaged children.</p>	<p>In the EEF toolkit, it states that feedback is a well-evidenced strategy and has a high impact on learning outcomes. Effective feedback provides specific information and how to improve.</p> <p>Supporting the Attainment of Disadvantaged Pupils [Sharp, Macleod, Bernardinelli NFER 2015] States:</p> <p><i>More successful schools also monitor the success of their support strategies and make evidence-based decisions about whether these are proving effective, need adjustment or should be replaced.</i></p>	<p>1,2,3,4 and 5</p>
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice, including having high expectations for attendance and conveying clear messages about how attendance affects attainment.</p> <p>Learning Mentor to meet with parents/ carers of disadvantaged pupils with persistent absence to seek ways to improve this, including agreeing and signing an attendance contract.</p> <p>Training for PP lead on monitoring attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Supporting the Attainment of Disadvantaged Pupils [Sharp, Macleod, Bernardinelli NFER 2015] stresses the importance of addressing attendance.</p> <p>Key for School Leaders 'Research into how attendance can impact attainment' states: The Department for Education [DfE] published research in 2016 which found that pupils with no absence are 1.3 times more likely to reach the expected standard at key stage 2 and 3.1 times more likely to achieve the higher standard.</p>	<p>4</p>
<p>Increase enrichment opportunities for disadvantaged children:</p> <ul style="list-style-type: none"> • provision of a range of free extra-curricular clubs 	<p>Nuffield Foundation - The Value of After school Clubs for Disadvantaged Children found: <i>Teachers, parents and children identified a range of positive outcomes from participation in after school clubs, including increases in confidence, self esteem and fitness, as well as providing opportunities for</i></p>	<p>5</p>

<ul style="list-style-type: none"> • encouragement to take up subsidised music tuition • provision of subsidised residential trips in Years 4 and 6 • provision of subsidised school trips • provision of subsidised places at breakfast and after school club <p>-Incommon charity visit with local care home.</p> <p>Increase opportunities and support for disadvantaged children to take up leadership roles within school:</p> <ul style="list-style-type: none"> • Junior Road safety Officers • Sports Council • School Council • Junior Park Rangers • Digital Leaders <p>To support with anxiety and promote general wellbeing, disadvantaged pupil will have access to a pastoral mentor within their key stage who will provide:</p> <ul style="list-style-type: none"> • ‘Funtime Friday’ lunchtime club • Lunchtime ‘Friendship Club’ <p>-Wellbeing club</p> <ul style="list-style-type: none"> • Regular catch up/wellbeing sessions <p>Promoting wellbeing and increasing the confidence of all children through being part of a ‘Singing School’ - collaboration with Sparkyard [Out of the Ark Music]</p>	<p><i>new experiences, socialising and enjoyment.</i></p> <p>EEF Toolkit [Arts Participation] states: <i>There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education.</i></p> <p>The Impact of School Leadership on Pupil Outcomes [NCSL]</p>	
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Total budgeted cost: £145,000

Part B: Review of the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Our internal assessments during 2022-23 suggested that the performance of disadvantaged children was lower in the core subjects in all year groups apart from our current Y3 children and our old Y6 children who have now started secondary school.

	Reading [Above]	Writing: [above]	Maths [above]
Year 1 (last year's FS): 18% of PP children have an additional need			
Pupil Premium (11 children)	55% [18%]	55% [18%]	55% [18%]
Non-Pupil Premium	94% [33%]	76% [8%]	90% [27%]
Year 2 (last year's Y1): 64% of PP children have an additional need			
Pupil Premium (14 children)	50% [-]	43% [-]	43% [14%]
Non-Pupil Premium	91% [35%]	78% [26%]	94% [37%]
Year 3 (last year's Y2): 45% of PP children have an additional need			
Pupil Premium (11 children)	75% [25%]	75% [17%]	92% [42%]
Non-Pupil Premium	81% [36%]	66% [28%]	87% [32%]
Year 4 (last year's Y3): 40% of PP children have an additional need			
Pupil Premium (15 children)	67% [20%]	60% [20%]	67% [20%]
Non-Pupil Premium	80% [44%]	71% [56%]	76% [31%]
Year 5 (last year's Y4): 57% of PP children have an additional need			
Pupil Premium (14 children)	79% [29%]	36% [29%]	43% [36%]
Non-Pupil Premium	89% [48%]	78% [33%]	87% [41%]
Year 6 (last year's Y5): 16% of PP children have an additional need			
Pupil Premium (6 children)	83% [17%]	83% [17%]	67% [33%]
Non-Pupil Premium	87% [32%]	87% [15%]	91% [48%]
Year 7 (last year's Y6):			
Pupil Premium (children)	87% [33%]	87% [60%]	93% [73%]
Non-Pupil Premium	90% [35%]	92% [53%]	92% [60%]

Outcomes for disadvantaged pupils

Our internal assessments for the whole of 2022-23, found the performance of disadvantaged children was lower in the core subjects in all year groups.

Our assessment of the reasons for these outcomes continues to point primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. This has resulted in large attainment gaps within their learning which are constantly being addressed within all core subject lessons. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a quality curriculum through our high standard of online provision. It was, however, difficult to monitor the impact the online learning was having on the children's progress.

The disruption to schooling was most acutely felt by our disadvantaged pupils with additional learning needs, especially those with an EHC Plan as they missed the tailored 1:1 support usually provided. This is why we will be employing an additional TA to support those SEN disadvantaged pupils moving forward.

Our assessments and observations indicated that pupil wellbeing and mental health were significantly impacted still due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for targeted children. We are building on that approach with the activities detailed in this plan and continue to monitor the impact this intervention and programme will have on our disadvantaged children.

Along with this, the attendance of DA children, although slowly increasing, is lower when compared to non-pupil premium peers. Attendance is an outcome area that we continue to focus on with the PP lead and Learning Mentor regularly monitoring and contacting families encouraging our PP children to attend school and to offer support where needed.

Also noted in the table above, where the attainment gap between pupil premium children and non-pupil premium children is at its largest, Year 2 for example, there is a greater number of pp children with additional needs. These additional needs include the pp children being on the SEN register, being EAL or having an EHCP in place.

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
Testbase	AQA
Nelson Handwriting	Oxford Owl
Maths.co.uk	Orchard Digital Ltd
Spag.com	Orchard Digital Ltd
White Rose premium	White Rose Maths
TT Rockstars/Numbots	Maths Circle
Chiranga	Out of the Ark Music

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i>
How our service pupil premium allocation was spent last academic year
NA
The impact of that spending on service pupil premium eligible pupils
NA

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.