

Hanwell Fields Community School

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.

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	Hanwell Fields Community School
Number of pupils in school	411
Proportion (%) of pupil premium eligible pupils	74 (18%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	October 2021
Date on which it will be reviewed	July 2024
Statement authorised by	Caroline Bond
Pupil premium lead	Sara Ridgway
Governor / Trustee lead	Karen Lee Nolan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£99,530
Recovery premium funding allocation this academic year	£10,740
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
25% paid towards school led tutoring	-£2,126.25
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	£108,143.75

Review Points

Academic years	Number of pp eligible children	Review Date
2021- 22	74	Light touch review 01.07.22
2022- 23		Light touch review 01.07.23
2023- 24		Full review 01.07.24

Part A: Pupil premium strategy plan

Statement of intent

The staff and governors at Hanwell Fields are committed to ensuring that provision is offered which meets the needs of all pupils so that all children make maximum progress and reach their full potential. We recognise that the Pupil Premium Grant funding is allocated to children in receipt of Free School Meals, children from Service families (SPP) and Children Who are looked after and is a means of addressing some of the issues associated with social disadvantage and, in narrowing and hopefully eventually closing the gap in attainment where this exists. In making appropriate provision for this, we acknowledge that not all pupils in receipt of Free School Meals are socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for Free School Meals. We will use the Pupil Premium Grant to support any pupils or groups of pupils the school has legitimately identified as needing additional support, to achieve improved outcomes in learning and/or well-being.

Challenges

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

Challenge number	Detail of challenge
1	Reading year 2 – 44% gap between pp and non pp achieving ARE (July 2021)
2	Writing year 5 – 40% gap between pp and non-pp achieving ARE (July 2021) Writing year 6 – 30% gap between pp and non-pp achieving ARE (July 2021)
3	Maths year 5 – 62% gap between pp and non-pp achieving ARE (July 2021) Maths year 6 – 30% gap between pp and non-pp achieving ARE (July 2021)
4	Attendance - PP- 95.1% PA- 9.5% Non-PP- 96.6% PA- 7.7%
5	Lack of parental engagement and support particularly during lockdown/home learning
6	Emotional well-being has been impacted due to Covid 19

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
<ul style="list-style-type: none"> • Improved reading outcomes for year 2 pp children • Improved writing outcomes for year 5 and 6 pp children • Improved maths outcomes for year 5 and 6 pp children 	<ul style="list-style-type: none"> • Pupils that have not made expected progress from their starting points or their attainment is lower than ARE are closely tracked to ensure that they make accelerated progress and 'catch up'. • Children who need to make accelerated progress, receive high quality first teaching and interventions which are monitored. • Staff are regularly offered CPD to meet their own professional development needs. • Use of regular standardised tests ensures careful monitoring and tracking takes place. Analysis of these tests ensures that planning of whole class teaching and interventions meets the needs of all learners.
<ul style="list-style-type: none"> • Improved attendance for pp children 	<ul style="list-style-type: none"> • PP attendance to be in line with non pp children where there are no significant health factors that influence attendance. • The attendance team will implement parent contracts and make referrals to the county attendance team when needed. • Publishing attendance data weekly in the newsletter will ensure that parents have a greater awareness of the importance of attendance.
<ul style="list-style-type: none"> • Increase parental engagement so that they have a positive impact on children's attainment and attitudes towards school. 	<ul style="list-style-type: none"> • Greater engagement in home learning which will be seen through homework, reading records and attendance at parent workshops.

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: £ 47,159.93

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA employed to ensure that all classes have additional support in all core subjects and all classes have access to one- one or small group interventions as and when needed.	Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress	
CPD weekly for all staff including TAs who are paid additionally to attend and are given free child care. TAs given time to watch the Power maths support videos and time to meet with their class teachers to discuss planning.	EEF states schools should provide sufficient time for TA training and for teachers and TAs to meet out of class to enable the necessary lesson preparation and feedback	1,2,3
Teachers encouraged to take part in United Learning Book clubs and UKLA book awards to help develop teacher's own knowledge of children's literature and develop a love for reading which is then passed on to the children.	EEF state that it is important to remember that progress in literacy requires motivation and engagement, which will help children to develop persistence and enjoyment in their reading	1, 2
CPD time and support given to adopt the UL curriculum. This ensures a breadth of text types and diversity and exposes children to a wider range of language	EEF say that children need a range of wider language and literacy experiences to develop their understanding of written texts in all their forms. This should include active engagement with different media and genres of texts and a wide range of content topics	1,2
Review mornings – Each year group to take part in a review morning involving coaching conversations and peer to peer observations and data discussions		1,2,3
English lead to take part in UL reading project and disseminate training through CPD, modelled lessons, planning support and team teaching	EEF toolkit state that teaching reading comprehension strategies has a high impact on attainment at a low cost	1

	Reading comprehension can be improved by teaching specific strategies that pupils can apply both to monitor and overcome barriers to comprehension.	
Phonics training for all staff across all key stages	EEF toolkit state that this has very high impact for low cost based on extensive evidence.	1
Live marking to take place in all lessons. CPD and peer support to enable this to be effective.	EEF states that Feedback has high impact at a low cost based on extensive evidence. Effective feedback will be an important element of teachers' response to assessment. Feedback should be specific and clear, encourage and support further effort, and be given sparingly.	1,2,3
Teach writing composition strategies through modelling and supported practice – Continued CPD within school and from academy English specialist.	EEF evidence-based recommendation. "effective writers use a number of strategies to support each component of the writing process"	2
RWI spelling is used across the school to ensure rigour and consistency. CPD through updates, monitoring, model lessons and team teaching.	Spelling should be explicitly taught and diagnostic assessment should be used to focus effort on the spellings that pupils are finding difficult.	2

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

Budgeted cost: £ 13,352.06

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>SPIRALS – Small group intervention to support children's speaking and listening skills</i>	EEF toolkit states that small group interventions can have a moderate impact for a low cost	1,2
<i>Small group reading interventions</i>	EEF toolkit states that small group interventions can have a moderate impact for a low cost	1,2
<i>Phonics intervention to support children at risk of falling behind in year 1 and year 2</i>		
<i>Phonics and early reading support for year 3,4,5, - children that are in the bottom 20% of the year group</i>		
<i>Targeted arithmetic groups to support closing the gaps in year 6</i>		

Resources – Visualisers to support Home learning Headsets to allow whole classes to take part in Bedrock vocabulary programme Times table Rock stars Pira - Shine resource		
Parent workshops to support specific year groups/ groups of children in specific subjects	The EEF teaching and learning toolkit state engagement of parents has moderate impact for low cost.	1,2,3,5

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

Budgeted cost: £47,951

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specialist TA to support children's emotional well-being through 1-1 and small group interventions.	There is a substantial body of research evidence to suggest that young people's social emotional and mental health (SEMH) needs have a significant impact on all aspects of their life including their learning and progress through the curriculum, behaviour in school and attendance, further training and employment and general life chances. The QUB evaluation found clear evidence that nurture groups are having a consistent, significant and large effect in improving social, emotional and behavioural outcomes among children who previously had difficulty learning within a mainstream class.	6
Nurture group – to support SEMH needs		4
Trips and outings to broaden children's experiences – PP children to have funding	HSE fully recognises that learning outside the classroom helps to bring the curriculum to life – it provides deeper subject learning and increases self-confidence.	4
All stars – group to support young carers		4, 6
After school clubs		
Home school link worker to support parental link and relationships with school and support the improvement in attendance.		5

Total budgeted cost: £ 108,462.99

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 2021 academic year.

Due to COVID-19, some systems and interventions to support closing the gap between pp and non-pp did not take place. Due to Covid restrictions classes were taught in bubbles and adults and children did not cross bubbles. CPD was delivered online.

Children were assessed at the start of the academic year 2020 to set a baseline and they were then assessed termly using Rising Stars test for reading and maths. Writing was assessed termly and moderated internally.

All year groups made some accelerated progress across all subjects from their baseline. At the end of the year the gap between pp and non-pp was significant for year 2 for reading and years 5 and 6 for maths and writing.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Times Table Rock Stars	Maths Circle Ltd

Further information (optional)

Pupil progress meetings are held termly with teachers following standardised testing for maths, reading and writing. Children are tracked from starting points (KS1 or EYFS) and intervention is put in place for children that are not making expected progress. Intervention may be 1-1, small group or support for improving the quality of wave 1 teaching.

Teachers identify specific needs of pp children (behaviour, attendance, learning, emotional) and put an action in place to address the specific need of the child. These are monitored termly.

There are a high number of teaching assistants who are used across the school based on the need within classes.

Many of our Pupil Premium children are also on the SEND register. We have a specialist inclusion team with 3 full time members of staff that are not class based which ensures that concerns can be investigated quickly.