

# Pupil premium strategy statement – Hanwell Fields Community School



This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	449
Proportion (%) of pupil premium eligible pupils	79
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Alex Pearson
Pupil premium lead	Dave Winborn
Governor / Trustee lead	Karen Lee Nolan

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£109,415
Recovery premium funding allocation this academic year	£11,455
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
40% paid towards school led tutoring	-£9072
<b>Total budget for this academic year</b> <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>	£111,798

# 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 and 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	Maths year 4 – 44% gap between pp and non pp achieving ARE (July 2022) Maths year 6 – 55% gap between pp and non pp achieving ARE (July 2022)
2	Reading year 2 – 26% gap between pp and non pp achieving ARE (July 2022) Reading year 6 – 58% gap between pp and non pp achieving ARE (July 2022)
3	Writing year 4 – 40% gap between pp and non pp achieving ARE (July 2022) Writing year 6 – 53% gap between pp and non pp achieving ARE (July 2022)
4	Attendance this academic year for PP is 92.78% (non PP 95.27%)
5	Raise the overall level of achievement for year 6 pupils
6	Reception – Communication & Language to be supported and raised.

## 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"><li>Improved attendance for pp children</li></ul>	<ul style="list-style-type: none"><li>PP attendance to be in line with non pp children where there are no</li></ul>

<ul style="list-style-type: none"> <li>• Reduced level of lateness</li> </ul>	<p>significant health factors that influence attendance.</p> <ul style="list-style-type: none"> <li>• Attendance lead appointed for every morning to monitor lateness, attendance and communicate effectively with parents to get children into school consistently.</li> <li>• The attendance team will implement parent contracts and make referrals to the county attendance team when needed.</li> <li>• Publishing attendance data weekly in the newsletter will ensure that parents have a greater awareness of the importance of attendance.</li> <li>• Attendance data released as a weekly reminder to staff to prompt discussions with parents and highlight patterns.</li> </ul>
<ul style="list-style-type: none"> <li>• Improved reading outcomes for year 2 &amp; year 6 pp children</li> <li>• Improved writing outcomes for year 4 and 6 pp children</li> <li>• Improved maths outcomes for year 4 and 6 pp children</li> <li>• Improved level of achievement for year 6 pupils</li> </ul>	<ul style="list-style-type: none"> <li>• CPD offerings will include the whole school to ensure high quality teaching and consistent standards for behaviour and routine are delivered in every classroom.</li> <li>• Essential CPD sessions will be recorded and accessible for absentees and refreshing.</li> <li>• 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.</li> <li>• In EYFS, teacher judgement for tracking and data purposes will be based on the knowledge of all EYFS staff and will be subject to moderation both in our school and across other settings in our trust.</li> <li>• Pupils that have not made expected progress from their starting points or attainment is lower than ARE are closely tracked to ensure that they make accelerated progress and 'catch up'.</li> <li>• Children who need to make accelerated progress, receive high quality first teaching and interventions which are monitored.</li> </ul>
<ul style="list-style-type: none"> <li>• Reception Communication &amp; Language level to be supported</li> </ul>	<ul style="list-style-type: none"> <li>• Children will receive high quality environments that promote</li> </ul>

	<p>discussion, questioning and collaborative play.</p> <ul style="list-style-type: none"> <li>• Speech and Language interventions to show progress and build confidence with communication.</li> <li>• Children will be able to ask and answer a range of questions in sentences through small group work and whole class activities.</li> <li>• Other areas of learning will be raised through the focus on C&amp;L, the main method of demonstrating what children know in EYFS.</li> </ul>
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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: £ 41,479.38

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school CPD	Education Endowment Fund research suggests that adults modelling and supporting children with metacognition can have a great impact of up to 7 months.	1,2,3,5
CPD to include TAs and free childcare for these sessions.	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	1,2,3,5,6
Teachers encouraged to join working groups in Teaching & Learning, Behaviour and Adaptive Learning to support high quality teaching and outcomes.	DfE figures suggest that FSM children are more likely to be excluded due to persistent disruption. Exploring research to improve policy and management will have a positive effect on PP and non PP children alike	1,2,3,4,5,6

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.	2,3,5,6
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.	1,2,3,5
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.	3,5
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"	3,5

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

Budgeted cost: £27,581.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Shine reading scheme (years 1-6)	EEF states that targeted reading interventions can have a positive impact for a low cost.	1,2,3,5
School led tutoring after school	EEF toolkit states that small group interventions can have a moderate impact for a low cost. EEF toolkit also states that extending school time can have a moderate impact for a moderate cost.	1,2,3,5
Spirals intervention Small group intervention to support children's speaking and listening skills (year R)	EEF toolkit states that small group interventions can have a moderate impact for a low cost.	6

Speech and Language interventions for EYFS children	EEF toolkit states that small group interventions can have a moderate impact for a low cost.	6
Structured lunch time book club	EEF states that targeted reading interventions can have a positive impact for a low cost.	2,5
Self-reflection diaries / self-reflection groups	EEF research highlights that metacognition improves has a positive effect and can be supported through teaching self-reflection.	1,2,3,5,6
Small group reading and writing interventions	EEF toolkit states that small group interventions can have a moderate impact for a low cost.	2,3,5,6
Phonics interventions to support children at risk of falling behind (R,1,2)		
Parent workshops to support specific year groups/ groups of children in specific subjects eg Reception RWi workshop	The EEF teaching and learning toolkit state engagement of parents has moderate impact for low cost.	1,2,3,5,6
EYFS targeted Tapestry challenges and observation feedback.		6
Ipads to support interventions for phonics/TT rockstars etc	EEF suggests that individualised instruction can have a moderate impact for a very low cost, even using ICT with adult support	6,1,2

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

Budgeted cost: £45,089.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
School nurture hub (Zen Den) Breakfast club provided for key children. Supporting children emotionally with a quiet place to go, reflect and feel supported.	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	4
After school clubs		

	consistent, significant and large effect in improving social, emotional and behavioural outcomes among children who previously had difficulty learning within a mainstream class.	
Attendance lead recruited to monitor and communicate with parents of children with low attendance/high lateness.	Persistent lateness adds up to a large amount of missed learning. 5 minutes a day for 190 days is almost 16 hours in missed schooling.	4
Positive work displays (Reach for the Stars)	The EEF research suggests that feedback can have a positive impact on PP children. A working wall display accessed by all staff will give positive praise and feedback to those pupils who need it, raising their self esteem and motivation to work.	1,2,3,5,6
Safeguarding and welfare co-ordinator	Maslow's Hierarchy of Needs acknowledges that people need their basic needs met before they are able to thrive. Parents are signposted and supported with accessing foodbanks, food vouchers and other basic needs.	Potentially all

**Total budgeted cost: £114,149.88**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### **Challenge 1 – To reduce gap of 44% between pp and non-pp for reading in year 2**

Gap reduced to 32%

Year 2 teacher (along with others from the school) took part in UKLA teacher judge panel to help promote love of reading and develop teacher knowledge. Small group reading interventions took place. PP children targeted for school led tutoring. Phonics taught rigorously and groupings informed by assessment. Phonics interventions took place daily. School took part in United Learning reading project. Reading leader led CPD for all staff to develop skills for teaching fluency and explicit teacher modelling for comprehending texts.

#### **Challenge 2 – Reduce the gap between PP and non PP for writing in years 5 and 6**

Year 5 28% gap, Year 6 43% gap

Gaps were not reduced but accelerated progress for both groups in year 6.

Children were targeted for school led tutoring. 15 hours per child that was working at below ARE. UL English advisor supported teaching and learning. All teachers took part in termly UL writing moderation meetings.

#### **Challenge 3 – Reduce the gap between PP and non PP for maths in years 5 and 6**

Year 5 23% gap Year 6 35% gap

Gap in year 5 sig reduced from 62%. Targeted groups for arithmetic in years 5 and 6. Planning and teaching support given from the maths lead.

#### **Challenge 4 – Reduce the attendance gap - PP- 95.1% PA- 9.5% / Non PP- 96.6% PA- 7.7%**

PP- 90.8%/Non pp 93%

Covid continued to have a negative impact on attendance.

#### **Challenge 5 - Lack of parental engagement and support particularly during lockdown/home learning**

Parents engaged in online information evenings for phonics. Homework and home reading has been closely monitored and most have completed. Parental engagement and attitude towards school is generally positive.

#### **Challenge 6 - Emotional well-being has been impacted due to Covid 19**



Nurture TA employed and Councillor employed. These have supported Emotional well being and supported children to remain in classes and return to classes successfully.

## 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
Times Table Rock Stars	Maths Circle Ltd

## Service pupil premium funding (optional)

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

**Further information (optional)**

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