

Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Handforth Grange Primary School
Number of pupils in school	341
Proportion (%) of pupil premium eligible pupils	11.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	SLT
Pupil premium lead	Jessica Dolby Deputy Head
Governor / Trustee lead	Ben Holt Parent Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£45,730.00
National tutoring programme funding allocation this academic year	£5,488.00
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	£51,218.00

Part A: Pupil premium strategy plan

Statement of intent

Intent:

To ensure that the Pupil Premium is used to reach the pupils who need it most and make a significant impact on their education and lives.

1. To provide additional educational support to improve the progress and raise the standard of achievement for these pupils.
2. To narrow the gap between the achievement of these pupils and their peers.
3. To address any underlying inequalities between children eligible for Pupil Premium and others, as far as the school's powers allow.
4. To enable the schools and families to work together to improve these pupils' progress

Implementation:

1. Pupil Premium will be clearly identifiable within the school's budget.
2. The Headteacher, in consultation with the governors, staff and parents/ carers, will decide how the Pupil Premium is spent for the benefit of the pupils concerned.
3. The Headteacher will report termly to the governing body and annually to parents/carers on how Pupil Premium funding has been used and how effective the intervention has been in achieving the objectives in this policy.
4. In addition, the Headteacher will publish information online, on the school website, about how the school has used the Premium and on the progress and attainment of the groups of pupils covered by the Premium.
5. The school will seek to develop further strategies and interventions which can improve the progress and attainment of these pupils as part of the Strategic School Development Plan (SSDP).
6. Pupil Premium will be spent on activities within the following areas:
 - improving attendance;
 - providing intervention programmes and additional resources to improve attainment;

- improving children’s capacity to engage in learning and the school community through a range of activities including nutrition, life skills, play, out of hours activities, trips and residential;
- improving inclusion, including therapeutic interventions and one-to-one support;
- working with families to support engagement in learning;
- support to individual children to enable them to participate in school life or develop specific interests and talents.
- improving academic attainment by offering Teacher Led tuition after school

Challenges

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

Challenge number	Detail of challenge
1	Lifestyle (health and wellbeing)
2	Experiences – cultural capital
3	Attainment gap in children achieving EXP/GDS in RWM
4	Attendance and Punctuality issues.
5	Large number of SEN

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 enhance pupils’ cultural capital by providing a breadth of experiences	Complete 3 Handforth Gets per year which provide a variety of activities children otherwise may not have an opportunity to take part in.
To improve attendance and progress of disadvantaged pupils and ensure they are in line with national expectations	Ensure attendance of disadvantaged pupils is above 96%
For all disadvantaged pupils in school to make or exceed nationally expected progress rates in RWM	Achieve national average progress scores in KS2 Reading

	<p>Achieve national average progress scores in KS2 Writing</p> <p>Achieve national average progress scores in KS2 Maths</p>
To provide high quality first teaching for all	<p>All staff to provide quality first teaching – monitoring of books and lessons across the curriculum</p> <p>Employ support teachers to target PP.</p>

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: £15,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>MPS teacher appointed to work across UKS2 to allow for smaller group sizes in RWM</p> <p>MPS teacher appointed to work across KS1 to allow for smaller group sizes in RWI/Maths</p>	<p>As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils. We have analysed the needs of our year 6 cohort and have identified that 2 small classes under 20 children would allow teachers to increase the amount of attention each child will receive.</p>	<p>3</p>
<p>CPD – The teacher in charge of SEND and PP will work together to identify any support staff who would benefit from further CPD e.g. in speech and language or for EAL pupils</p>	<p>Staff who feel skilled and confident leading an intervention will see better progress from the children.</p>	<p>5</p>
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme and its training to secure stronger phonics teaching for all pupils (RWI)</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>3</p>

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
UPS Teacher appointed to work within KS1 to improve reading skills and phonics ability on a 1:1 basis	<p>EEF:</p> <ul style="list-style-type: none"> • On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. • Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons. 	3
Extra tuition (Small group tutoring)	<ul style="list-style-type: none"> • Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills. 	3,5
<p>Speech and language therapist supports TA's to plan and deliver speech interventions</p> <p>Speech and language</p> <p>Social skills – Resilient classrooms and Cool connections</p>	<ul style="list-style-type: none"> • EEF – oral language interventions consistently show positive impact on learning. <ul style="list-style-type: none"> • High quality small group interventions • Specialist therapists will train up staff they work with in school, therefore upskilling them and increasing their knowledge. • Specialists lead CPD sessions and clinics with individual pupils and staff. • Proven interventions are used, with evidence supporting the 	3,5

	<p>development in social skills, speech and language, behaviour and mental health.</p> <ul style="list-style-type: none"> • For one to one tuition led by teaching assistants, interventions are likely to be particularly beneficial when the teaching assistants are experienced, well-trained and supported – for example, delivering a structured intervention. <p>EEF – social and emotional learning – improves interaction with others and self-management of emotions – impacts on attitudes to learning and social relationships in school, which increases progress in attainment.</p>	
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <ul style="list-style-type: none"> • Small group tuition Toolkit Strand Education Endowment Foundation EEF 	3
<p>Quality first teaching for all pupils.</p> <p>Pupil Progress meetings track progress of PP pupils and appropriate, timely interventions are put in place.</p>	<p>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.</p> <p>Training and supporting highly qualified teachers deliver targeted support.</p>	3
<p>Purchase web based programs to be used in school at home:</p> <ul style="list-style-type: none"> • TT rock stars • Purple Mash 	<p>EEF toolkit – parental engagement</p> <p>EEF guide to pupil premium – targeted academic support</p> <p>EEF – digital technology – clear evidence technology approaches are beneficial for writing and maths practice.</p>	2,3,5

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

Budgeted cost: £15,918

Activity	Evidence that supports this approach	Challenge number(s) addressed
School Mini bus to provide morning transport for pupil premium children with persistent absence/lateness	Attendance data Dedicated person who monitors attendance and who has a good relationship with parents is most effective at ensuring good pupil attendance.	5,1,4
Breakfast club to encourage persistently absent children to get to school on time	Attendance data Dedicated person who monitors attendance and who has a good relationship with parents is most effective at ensuring good pupil attendance.	5,1,4
Handforth Gets	Children who are exposed to these have an enhanced knowledge and understanding of the world. When finance isn't a factor for families, they almost always want their children to experience these.	1,2,4
Wide range of after school clubs activities for targeted children	Children who are able to follow their hobbies and passions without finance being a barrier will be able to foster their love of sport raising their self-esteem	1,2,4
School trips	Children who are exposed to these have an enhanced knowledge and understanding of the world. When finance isn't a factor for families, they almost always want their children to experience these.	1,2,4
Music Lessons	Children who are able to follow their hobbies and passions without finance being a barrier will be able to foster their love of sport raising their self-esteem	1,2,4

Total budgeted cost: £51,218.00

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 2021 to 2022 academic year.

Autumn Term Sept 21- July 22 Average Standardised Score Progress Data												
	Reading				Writing				Maths			
	All Pupils	SEN	Pupil Premium	EAL	All Pupils	SEN	Pupil Premium	EAL	All Pupils	SEN	Pupil Premium	EAL
Year 1	41	25	n/a	28	13	11	n/a	12	47	43	n/a	45
Year 2	21	19	22	24	10	8	10	11	17	15	17	19
Year 3	26	26	29	23	19	21	19	15	26	24	27	21
Year 4	24	22	21	16	15	12	15	16	24	23	22	25
Year 5	27	38	28	23	24	23	21	23	27	28	22	20
Year 6	10	10	8	14	14	11	12	14	10	7	8	9

Attendance data					
Term	Autumn 21-22	Spring 21-22	Summer 21-22	National Figures (14.12.21)*	National Figures (7.4.22)*
Pupil Premium	92.4%	93.4%	94.6%	88.6%	91.0%
Non-PP	94.1%	96.8%	95.4%	88.0%	92.3%

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
X Tables Rockstars	TT Rockstars
Speech and Language Therapists	Cheshire East
Data analysis / demographic analysis / Assessment / Attendance	DCPro
RWI Phonics scheme (spelling)	Ruth Miskin
Spelling Shed	SS
Safeguarding / attendance / data / first concerns / SEN / EHCP	CPOMS
Purple Mash	Purple Mash

Further information

Additional activity

Our pupil premium strategy was supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected focused on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- A grant of £15 a week from the Handforth Town Council to provide food for our attendance focused breakfast club. Staffing was and continues to be funded by school.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

This will continue this academic year (22-23)