



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. Our aim is to ensure that through all we do we are *Growing Together with God's love to bring hope to the world*.

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	Hope Brook C of E Primary School
Number of pupils in school	112
Proportion (%) of pupil premium eligible pupils	5.4% (6 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Sept 22 – July 25
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Rosie Marks
Pupil premium lead	Heather Marshall
Governor lead	Revd Lara Bloom

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£10,185
Recovery premium funding allocation this academic year	£2030
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£1349
Total budget for this academic year	£13,564

Part A: Pupil premium strategy plan

Statement of intent

We aim to:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.
- To support our children's wellbeing by enabling them to participate in all educational opportunities

We achieve this by:

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups,
- Ensuring that all disadvantaged pupils are supported to ensure they access all educational opportunities available to the school

We recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Challenges

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

Challenge number	Detail of challenge
1	<p>Internal assessments and observations indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils. This is particularly noticeable in the reasoning and problem-solving elements of maths</p> <p>To improve outcomes in maths (3/6 children)</p>
2	<p>Internal assessments and observations indicate that attainment in writing among disadvantaged pupils is below that of non-disadvantaged pupils. This is particularly noticeable in their ability to develop/extend sentences, their use of vocabulary and spelling ability</p> <p>To improve outcomes in writing (4/6 children)</p>

3	Internal records indicate that a significant proportion of our disadvantaged pupils require additional support from our Family Support Worker. This is particularly noticeable in their ability to manage friendship issues and conflict. To manage social and emotional needs which are barriers to learning (4/6)
4	Internal records indicate that parents of our non-disadvantaged pupils have sought support from our Family Support Worker to help regulate emotions. This is more noticeable in KS2 To support families with parenting (4/6 children)
5	Pupils may have limited life experiences beyond their home and immediate community. They may also have limited access to book, libraries and technology.

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
Improve outcomes in maths	All disadvantaged pupils make at least expected progress in maths
Improve outcomes in writing	All disadvantaged pupils make at least expected progress in writing
Improve access to social and emotional support – through upskilling of staff in strategies to support emotional literacy (ELSA)	As social and emotional needs are addressed, pupils make at least expected progress in reading, writing and maths
Improve access to parenting support in addressing emotional behaviours	As the management of emotional needs improves, target pupils make at least expected progress in reading, writing and maths
Provide a variety of opportunities and life experiences	Pupils to attend school trips and residential

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: £ 8,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reduced class size and full time additional TA for the year group containing the highest proportion of disadvantaged pupils (Class of 20 pupils – means all class sizes reduced)	EEF 'Reducing Class Size' indicating that smaller class sizes in primary schools can have a greater positive impact on disadvantaged pupils than their peers, particularly if the class size is less than 20 The single cohort class gains the most from this strategic organisation – but all classes benefit from being smaller i.e. approx. 25 children	1, 2
Writing: Ensure that all relevant staff have sufficient training to ensure that the English expectations are effectively embedded in practice so that all pupils receive high quality teaching, that teaching is consistent across the classes and issues raised through monitoring are addressed	EEF Improving literacy in KS1 and KS2 The EEF Guide to the Pupil Premium: Ensuring that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending). WalkTHRU training for teaching staff and coaching setup.	2
Ensure that all relevant staff have sufficient training to ensure that the Maths expectations are effectively embedded in practice so that all pupils receive high-quality teaching. Ensure that all staff are familiar with the agreed strategies for using WRM and maths books.	(The EEF Guide to the Pupil Premium: Ensuring that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending).	1

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

Budgeted cost: £2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted maths support addresses areas of weakness – within	THE EEF guide to supporting planning: A tiered approach to 23-24 –high quality assessment is essential to great	1

school day and after school catch-up club	teaching, helping us understand what pupils have (or have not) learned. Evidence consistently shows the positive impact that targeted academic support can have, including for those pupils who are not making good progress across the spectrum of achievement.	
Targeted support with writing addresses areas of weakness – within school day and after school catch-up club	THE EEF guide to supporting planning: A tiered approach to 23-24 –high quality assessment is essential to great teaching, helping us understand what pupils have (or have not) learned. Evidence consistently shows the positive impact that targeted academic support can have, including for those pupils who are not making good progress across the spectrum of achievement	2

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

Budgeted cost: £2,768

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure all disadvantaged children have the opportunity to participate in all learning experiences in KS1 and KS2, including trips linked to curriculum, enhanced learning experiences and residential trips.	(EEF T&L toolkit: Outdoor adventure learning +4) Allow pupils to participate in visits, both virtually and in school, which build on skills and knowledge from topic lessons. Provide enrichment opportunities for disadvantaged pupils through subsidised places in extracurricular clubs so they have access to a wide-range of experiences and opportunities which nurture different skills and talents.	1,2,3,5
Provide effective pastoral support through the role of Family Support Worker ELSA training for TA and implement ELSA programme for specific individuals to further support the	EEF – Teaching + Learning Toolkit - Social and Emotional Learning Interventions which focus on improving social interaction tend to be more successful (+6 months) than those focusing on personal and academic outcomes (+4 months) or those aimed at preventing problematic behaviour (+5 months) Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are	3, 1, 2

social and emotional needs of specific pupils.	linked with poorer mental health and lower academic attainment.	
To provide bespoke support for families so that target families are well supported and behaviour issues are reduced. Play therapy for identified pupils	Working with other professionals to ensure all pupils are supported and safe. (KCSIE 23)	4, 1, 2

Total budgeted cost: £13,564