



# Pupil premium strategy statement

This statement details our school's use of pupil premium for the 2022 to 2023 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.

The school's Senior Leadership Team continually looks at ways to improve the life chances of our young people and the barriers that stand in the way of their development.

## School overview

Detail	Data
School name	Halewood C of E Academy
Number of pupils in school	236 (Including Nursery) 210 (Excluding Nursery)
Proportion (%) of pupil premium eligible pupils	11 pupils - 5% not inc Nur 13 pupils - 5.5% inc Nur
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 - 2022 <b>2022-2023</b> 2023-2024
Date this statement was published	30 <sup>th</sup> November 2022
Date on which it will be reviewed	30 <sup>th</sup> November 2023
Statement authorised by	O Coleman (Acting Head)
Pupil premium lead	O Coleman (Acting Head)
Governor / Trustee lead	S Ierston

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 14,875
Recovery premium funding allocation this academic year	£ 0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 14, 875

# Part A: Pupil premium strategy plan

## Statement of intent



### **Vision**

At Halewood C of E Primary School, we provide an outstanding education for ALL of our children, and strive for every child to make exceptional progress. Fundamental to this aim is ensuring that disadvantaged children are given every opportunity to make the same progress as those who are less disadvantaged. We use our Pupil Premium funding to ensure outstanding, sustainable provision for disadvantaged children.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged children require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged children in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach is bespoke to the individual needs of our children, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to give our children the best chances possible to excel. To ensure they are effective we will:

- Ensure that each child's individual needs and challenges are catered for.
- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1	<b>Phonics</b> - Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
2	<b>Bridge the Attainment Gap</b> - Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in some knowledge gaps leading to pupils falling further behind age-related expectations.
3	<b>Additional Needs</b> - 27% of disadvantaged children are also listed on our SEND register. This compares to 7% of children across the school. Children who are both disadvantaged and have SEND experience multiple difficulties and barriers to learning.
4	<b>Attendance and Punctuality</b> - Our attendance data 2021/2022 indicates that attendance among disadvantaged pupils is lower than for non-disadvantaged pupils. (93.8%/95.6%).  30% of disadvantaged pupils have been 'persistently absent' compared to 7% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
5	<b>Social and emotional need</b> - Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to changes in circumstances and ongoing challenges at home. These challenges particularly affect disadvantaged pupils, including their attainment.  Teacher referrals for support have markedly increased over the last few years. 8/11 children currently require additional support with social and emotional needs.

## 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
Improved <b>phonics</b> attainment among disadvantaged pupils.	Proportion of disadvantaged pupils achieving the PSC is broadly in line with the national average. (National Non-Disadvantaged

	2018/19 72%)
Improved <b>reading, writing and maths</b> attainment among disadvantaged pupils at the end of KS1.	An increased percentage of disadvantaged children are on track for their end of year target. An increased percentage of disadvantaged children reach the expected standard.
Improved <b>reading, writing and maths</b> attainment among disadvantaged pupils at the end of KS2.	An increased percentage of disadvantaged children are on track for their end of year target. An increased percentage of disadvantaged children reach the expected standard.
To achieve and sustain <b>improved wellbeing and social and emotional support</b> for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2022/23 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from pupil voice, pupil and parent surveys and teacher observations</li> <li>• Impact Ed wellbeing diagnostic (comparison against national and regional averages)</li> <li>• Increased engagement with extra-curricular school activities.</li> </ul>
To achieve and sustain improved <b>attendance</b> for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2021/22 onwards demonstrated by: <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.</li> <li>• A reduced number of PA</li> </ul>

## Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £7,504

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a DfE validated Systematic Synthetic Phonics CPD programme and additional resources to secure stronger phonics teaching for all pupils.	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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1 2 3
Further support the teaching of writing, particularly within small group interventions and supporting identified gaps in writing, including purchasing a Comparative Marking tool and CPD package.  We will fund teacher release time to embed key elements of guidance in school, to further support staff through in-house coaching and CPD.	<ul style="list-style-type: none"> <li>Effective writers use a number of strategies to support each component of the writing process. For example, planning can be improved through the strategy of goalsetting. Describe and model how, when, and why pupils should use each strategy, support pupils to practise with feedback, then gradually reduce support as pupils increasingly use the strategies independently.</li> </ul> <p>Fluent writing supports composition because pupils' cognitive resources are freed from focusing on handwriting, spelling, and sentence construction and can be redirected towards writing composition. Extensive practice, supported by effective feedback, is required to develop fluent transcription skills.</p> <p><a href="#">Improving Literacy in KS2</a></p> <p><a href="#">Improving Literacy in KS1</a></p>	2 3
Feedback training for all staff	<p>Feedback is information given to the learner about the learner's performance relative to learning goals or outcomes. It should aim to (and be capable of producing) improvement in students' learning.</p> <p>Feedback redirects or re-focuses the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the output or outcome of the task the process of the task the student's management of their learning or self-regulation, or about them as individuals (which tends to be the least effective).</p> <p>This feedback can be verbal or written, or can be given through tests or via digital technology. It can come from a teacher or someone taking a teaching role, or from peers (see Peer tutoring). Feedback appears to have slightly greater effects for primary school age pupils (+7 months)</p>	2 3

	<p>than for secondary (+5 months).</p> <p>Very high impact for very low cost based on extensive evidence.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p>	
Coaching support for staff around specific needs, including planning, delivery, targeting interventions.	<p>The most effective professional development builds knowledge, motivates staff, develops teaching techniques, and embeds practice.</p> <p><a href="#">Effective Professional Development</a></p> <p><a href="#">Special Educational Needs in Mainstream School</a></p>	2 3
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. (ELSA Training for Learning Mentor, DESTY)</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="#">EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</a></p>	2 4 5

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

Budgeted cost: £8,320

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1
Delivery of high quality small group and 1:1 TA targeted interventions and support around learning for specific children, including	<p>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.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p>	1 2 3

early morning interventions and pre-teach sessions.	<a href="#">Special Educational Needs in Mainstream School</a>	
TA in class support to facilitate class teacher to work closely with those children specifically targeted.	Evidence shows that pupils who struggle most, benefit from as much 1:1/small group work as possible from the class teacher. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a>	1 2 3
School-led tutors in place for pupils whose education has been most impacted by the pandemic and who are in greatest need of support.	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: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>  And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1 2 3
Use of Year 6 Peer Mentors to support specific children through 1:1 buddy sessions.	Some evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be more beneficial for these pupils, as the development of trusting relationships with an older peer can provide a different source of support. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a>	2 5
Purchase of resources to enable children with specific barriers to maximise learning	Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom.  Using technology to support retrieval practice and self-quizzing can increase retention of key ideas and knowledge.  <a href="#">Using Digital Technology to Improve Learning</a>	1 2 3

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

Budgeted cost: £2,504

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Mentor employed to remove barriers for specific children.  Signposting identified	Through the support of a mentor, it is possible to target the approach to pupils from disadvantaged backgrounds and those with particular needs. Some evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be more beneficial for these pupils, as the development of trusting relationships with an adult can provide a different source of support.  Conversations between mentors and mentees may address	2 3 4 5

<p>children and families to outside support agencies.</p>	<p>but would not be limited to: attitudes to school; specific academic skills or knowledge; self-perception and belief, particularly in relation to school-work; aspirations for future studies and career options.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a></p>	
<p>Use of Impact Ed Wellbeing diagnostic tool to identify and understand pupils' wellbeing and learning needs.</p> <p>Release time given for staff to administer assessment with specific children.</p> <p>Support provided following screening to address needs.</p>	<p>Effective social and emotional learning (SEL) can increase positive pupil behaviour, mental health and wellbeing, and academic performance. Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year.</p> <p><a href="#">EEF: Improving Social and Emotional Learning in Primary Schools</a></p>	<p>2 4</p>
<p>Parental engagement to support attendance.</p> <p>Attendance monitored daily/weekly/termly.</p> <p>Home/school liaison through Attendance Lead and Learning Mentor.</p> <p>Incentive approach to encourage attendance. Termly reward system</p> <p>Attendance officer to work with 'A Team' to improve attendance.</p>	<p>Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning. It includes: approaches and programmes which aim to develop parental skills such as literacy or IT skills; general approaches which encourage parents to support their children with, for example reading or homework; the involvement of parents in their children's learning activities; and more intensive programmes for families in crisis.</p> <p>Moderate impact for very low cost based on extensive evidence. Please follow the link for more information</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p> <p><a href="#">DFE: Improving School Attendance</a></p> <p><a href="#">EEF - Attendance Interventions</a></p>	<p>4</p>

<p>Specific After School Clubs, targeted at interests of Pupil Premium children.</p> <p>Access to curriculum opportunities. Club/trip attendance to be monitored.</p>	<p>Taking part in after school clubs is thought to have a range of positive benefits. These include providing access to enriching new experiences, providing opportunities for children to succeed, fostering self-esteem and confidence, supporting the academic curriculum, improving fitness, providing opportunities to socialise, as well as opportunities for relaxation and enjoyment.</p> <p><a href="#">Nuffield Foundation: The value of after school clubs for disadvantaged children</a></p> <p><a href="#">DFE: Education Recovery in Schools, Spring 2022</a></p>	<p>5</p>
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**Total budgeted cost: £18,328**

## 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.

Aim	3 year Target	Impact so far (November 2022)
Improved <b>oral language</b> skills	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.	Pupil voice and work scrutiny demonstrates that pupils can talk with confidence about learning and use high-level, topic specific vocabulary.
Improved <b>phonics</b> attainment	Proportion of disadvantaged pupils achieving the PSC is broadly in line with the national average. (National Non-Disadvantaged 2018/19 82%)	Year 1 PSC 80% Year 2 PSC 100% Pleasing movement within banding for PP child
Improved <b>reading</b> attainment for disadvantaged pupils at the end of KS2.	An increased percentage of disadvantaged children are on track for their end of year target. An increased percentage of disadvantaged children reach the expected standard.	67% of PP children have reached their reading target (July 22) compared to 71% of non-PP children. Pupil voice and work scrutiny demonstrates progress made by these children
Improved <b>writing</b> attainment for disadvantaged pupils at the end of KS2.	An increased percentage of disadvantaged children are on track for their end of year target. An increased percentage of disadvantaged children reach the expected standard.	78% of PP children have reached their target (July 22) compared to 62% of non-PP children. Pupil voice and work scrutiny demonstrates progress made by these children
Improved <b>maths</b> attainment for disadvantaged pupils at the end of KS2.	An increased percentage of disadvantaged children are on track for their end of year target. An increased percentage of disadvantaged children reach the expected standard.	89% of PP children have reached their target (July 22) compared to 63% of non-PP children. Pupil voice and work scrutiny demonstrates progress made by these children.
To achieve and sustain <b>improved wellbeing</b>	Sustained high levels of wellbeing from 2021/22 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from pupil voice, pupil and parent surveys and teacher observations</li> <li>• Impact Ed wellbeing diagnostic (comparison against national and regional averages)</li> </ul>	Pupil voice and outcomes of Learning Mentor sessions have demonstrated increasing levels of wellbeing.

<p>To achieve and sustain improved <b>attendance</b></p>	<p>Sustained high attendance from 2021/22 demonstrated by: the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.</p>	<p>Case studies evidence positive improvements in attendance of PP children. Improvements have been made around individual attendance data of PP children, with 55% of PP children currently on 100% attendance</p>
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