



# Hampden Gurney

Church of England Primary School

## Hampden Gurney C of E 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	Hampden Gurney C of E School
Number of pupils in school	196
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2023/2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Evelyn Chua Headteacher
Pupil premium lead	Eva Valverde Assistant Headteacher
Governor / Trustee lead	Anne Larkey

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£31,245
Recovery premium funding allocation this academic year	£2900
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£34,145</b>

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils 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 pupils 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 will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- 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	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have more difficulties with phonics than their peers. This negatively impacts their development as readers.
2	Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been slightly 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 in the foundation subjects and a wider gap in writing.
3	Our observations and discussions with pupils and families have identified social and emotional issues for more pupils. Teacher and parent referrals for emotional support have increased since the pandemic.
4	Observations and discussions with pupils indicate that some pupils have a limited access to enrichment activities outside the school. These challenges affect disadvantaged pupils as the lack of experience can hinder the understanding in many curriculum areas.

## 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 reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2023/24 show that more than 95% of disadvantaged pupils met the expected standard.
Improved foundation subjects' attainment for disadvantaged pupils	The attainment gap between the percentage of pupils eligible for pupil premium funding, and the percentage of non-pupil premium pupils will narrow in foundation subjects.

<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>•</li> </ul>
<p>Increased contribution to the cultural capital of disadvantaged pupils.</p>	<p>Significant increase in participation in enrichment activities, particularly among disadvantaged pupils including trips, workshops, clubs and events.</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: £6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The purchase of training / reading and writing materials for Read, Write Inc ( DfE validated Systematic Phonics programme) to secure strong phonics teaching for all pupils.</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:  <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1
<p>To continue to sustain our levels of reading .</p> <p>CPD to support teachers in teaching key comprehension skills and purchase of high quality resources.</p>	<p>The EEF guidance shows that pupils learn a range of techniques which enable them to comprehend the meaning of what they read: the eight reading strands.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	1
<p>Enhancement of foundation subjects teaching and curriculum planning in line with DfE</p> <p>We will purchase resources and fund ongoing teacher training and release time to ensure that gaps acquired during the pandemic are narrowed.</p>	<p>Foundation subjects are not explored as thoroughly as other subjects however, they are still important because they introduce students to a wide variety of skills and knowledge.</p> <p>The curriculum must be balanced and broadly based and which:</p> <ul style="list-style-type: none"> <li>♣ promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and</li> <li>♣ prepares pupils at the school for the opportunities, responsibilities and experiences of later life.</li> </ul>	2

<p>Broaden the school curriculum by offering a wide range of enrichment opportunities.</p> <p>Subsidise trips, workshops, after school clubs and specialist teaching.</p>	<p>There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	<p>2,3,4</p>
<p>Improve the quality of social and emotional (SEL) learning by employing a Learning Mentor and external agencies to support and give advice/ training.</p> <p>Purchase of Zones of regulation intervention and train staff.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</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="https://educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	<p>1,2,3,4</p>

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

Budgeted cost: 23,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional teacher to provide targeted support for KS1 and KS2 to ensure that children who are not meeting standards can catch up with their peers.</p>	<p>Small group tuition has an impact by providing additional support that is targeted at pupils needs. The reduction in the ratio of pupils to teacher compared to a regular classroom setting also allows for closer interaction between educators and pupils.</p>	<p>1,2</p>

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	
<p>Purchase of services from Speech and Language Therapy (Unlocking Language) to support all children and in specific, disadvantaged children with S&amp;L needs.</p> <p>CPD for staff to ensure that:</p> <ul style="list-style-type: none"> <li>-pupils are encouraged to read aloud and have conversations about book content</li> <li>-Model inference through the use of structured questioning</li> <li>-Set group/ pair work that allow pupils to share thought processes</li> <li>-Prepare implicit/explicit activities that extend pupils.</li> </ul>	<p>Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	1,2
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<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
<p>Provide school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.</p> <p>In small groups:</p>	1,2



be disadvantaged, including those who are high attainers.	<a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £5145

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on Zones of Regulation to ensure that pupils gain skills in consciously regulating their actions, which in turn leads to increased control and problem solving abilities.</p> <p>Whole staff training on the well-being of children and adults.</p> <p>Well-being Award</p> <p>Whole staff training on safeguarding and harmful behaviours.</p> <p>Behaviour interventions:</p> <ul style="list-style-type: none"> <li>-Chance UK</li> <li>-Intervention Team Primary (Westminster)</li> </ul>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p><a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	3
<p>Provide emotional support for pupils and families through specialized support from external agencies:</p> <ul style="list-style-type: none"> <li>-Anna Freud</li> <li>-MIND</li> <li>-Educational Psychology Service</li> </ul>	<p>There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies.</p> <p>Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the</p>	3

	<p>future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p>	
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**Total budgeted cost: £ 34,145**

As our Pupil Premium budget cannot extend to all the activities planned in our strategy, we will have to supplement the activities with additional funds from the school.

## 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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was similar to the previous 2 years in key areas of the curriculum. Our disadvantaged pupils have managed to continue to secure a positive impact in their attainment and progress.

#### INTENDED OUTCOMES 20-21

**The attainment and progress gap between the percentage of KS2 pupils eligible for pupil premium funding and the percentage of non-pupil premium pupils will narrow in English and Maths.**

			Average of Displayed Subjects			Reading			Writing			Mathematics		
	No.	%	Aut1 20-21	Sum2 20-21	Progress	Aut1 20-21	Sum2 20-21	Progress	Aut1 20-21	Sum2 20-21	Progress	Aut1 20-21	Sum2 20-21	Progress
All Pupils	167	100.0	50.2	55.9	5.7	50.4	56.0	5.6	49.8	55.5	5.7	50.4	56.2	5.8
Males	79	47.3	49.7	55.5	5.8	49.9	55.5	5.6	49.2	54.9	5.7	50.1	55.9	5.8
Females	88	52.7	50.7	56.3	5.6	50.9	56.4	5.5	50.4	56.1	5.7	50.6	56.4	5.8
FSM	10	6.0	48.8	55.0	6.2	49.2	55.1	5.9	48.6	55.0	6.4	48.7	54.9	6.2
Not FSM	157	94.0	50.3	56.0	5.7	50.5	56.0	5.5	49.9	55.6	5.7	50.5	56.3	5.8
Pupil Premium	17	10.2	50.9	57.2	6.3	51.2	57.3	6.1	50.4	57.1	6.7	50.9	57.3	6.4
Not Pupil Premium	150	89.8	50.1	55.8	5.7	50.3	55.8	5.5	49.7	55.4	5.7	50.3	56.1	5.8
SEN Support	17	10.2	46.6	52.1	5.5	46.9	52.0	5.1	46.3	52.0	5.7	46.6	52.3	5.7
Education, health and care plan	2	1.2	43.8	49.2	5.4	44.0	49.0	5.0	43.0	49.5	6.5	44.5	49.0	4.5
Not SEN	148	88.6	50.7	56.5	5.8	50.9	56.5	5.6	50.3	56.0	5.7	50.9	56.8	5.9

For the 2020-2021 academic year, pupils who were Pupil Premium progressed slightly higher than children who were non-Pupil Premium.

Reading: 0.6 points progress higher than non-Pupil Premium

Writing: 1 point progress more than non-Pupil Premium

Mathematics: 0.6 points progress higher than non-Pupil Premium

**Increase the percentage of Year 1 Pupils eligible to pupil premium who will meet the threshold to pass the phonics Screening assessment in Summer 2021**

100% of Pupil Premium pupils passed the phonics screening test in summer 2021

**Increase engagement in home reading by pupils eligible for pupil premium.**

The purchase of new books for our library and the classrooms as well as the opportunity to have more reading resources at home by purchasing online reading websites like Oxford Reading Owls has impacted in the progress of our Pupil Premium pupils across the school. This is evident when comparing their reading progress being 0.6 higher than the reading progress of non-Pupil Premium pupils.

**Pupils identified as having Speech and Language difficulties will make progress towards their targets and reviewed annually by the Speech and Language Therapist.**

All pupils who were identified as having Speech and Language difficulties received their therapy either at school or via teletherapy due to COVID-19.

The Speech and Language Therapist agreed that despite all the difficulties last year, all pupils on her register, met their targets. The support will continue next academic year.

**Pupils will be better able to manage emotions and access learning.**

The introduction of Zones of Regulation, the workshops provided by our well-being therapist from MIND and the one-to-one therapy provided for some families by our family therapist from Anna Freud, have had an impact on children's behaviour and their self-regulation.

We have had very few behaviour incidents and when families have worked with the therapists, they all have had a positive experience and have agreed that the support put in place has positively impacted in their family life.

**Children will enjoy experiences they may not ordinarily access; contributing to improved confidence and greater engagement.**

Although some after school clubs had to be temporarily suspended because of COVID-19, most were able to re-start and children benefitted from specialist provision. Additionally, Year 4, 5 and 6 children attended overnight trips which positively impacted on their confidence and social interactions.